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1977

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

A STUDY OF SCHOOL LIBRARY RESOURCES IN
SELECTED SECONDARY SCHOOLS IN NIGERIA

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requirements for the degree **of**

Doctor of Education

1977

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beginning, and for the patience which the author's son, Kayode, has shown during these busy years.

This dissertation is dedicated to the author's mother and grandmother, for their sacrifices, understanding and interest in formal education.

A STUDY OF SCHOOL LIBRARY RESOURCES
IN SELECTED SECONDARY SCHOOLS IN NIGERIA

(Order N o .)

Ganiyu Tunde Onadiran, Ed.D.

Boston University, School of Education, 1977

Major Professor: Gerald F. Movey
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The purpose of this study was to examine the existing school library resources in selected secondary schools in Nigeria, to utilize the findings to propose standards which should govern a secondary school, and to suggest means whereby these standards might be attained.

The procedures included (1) reviewing of literature to show what is so far known about the conditions and services in the Nigerian school libraries and how the present study can lead to the improvement of school libraries; (2) developing and refining the inquiry form; (3) selection of schools and distribution of the inquiry form; (4) on-site visits to some of the schools to check the reliability of responses; (5) organizing and analyzing the data for the purpose of presenting the findings and making recommendations.

The inquiry form contained 52 questions classified under Six major parts: general information about the school and library resources, library physical facilities and equipment,

library personnel, organization and administration of school libraries, library collections and library budget.

The study was limited to data relating to all secondary schools that receive an annual grant from the government and also are approved by the West African Examinations Council for West African School Certificate examinations in Kano, Kwara, Niger, Plateau and Sokoto States of Nigeria during the fiscal year 1975-76.

There is hopefulness for the future, tempered by frustrations in the present. That the library is an accident in far too many secondary schools is the most significant single reflection to be made upon the findings. The data concerning library physical facilities and equipment, library personnel, organization and administration of school libraries, library collections, and library budgeting revealed a condition that is almost tragic. There are some schools that are singularly outstanding to these general conditions, but for such instances there are a considerable number that fall far below the desired standard of attainment.

The specific recommendations for each area of need in library physical facilities and equipment, personnel, organization and administration, library collections, and budget were set down in the form of proposed standards to serve as objective guides for evaluating or accrediting resources of a secondary school library.

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

Background for the Study

All students depend on the resources of a good library, not merely for their special department of study but for their general enlightenment, and for their awakening and of the treasures of knowledge and of the world's experience in its manifold variety....The cost of these material provisions has of course to be counted. But so also has the ultimate cost to the nation of ignoring them.¹

The phenomenal increase in the Nigerian school enrollments, coupled with the vast amount of knowledge, shortage of faculties, facilities and money, makes the above warning more relevant today than in 1960 when it was first issued to the Federal Government of Nigeria. Great demands continued to be placed upon the school to provide facilities for higher quality of education. Good school libraries are an essential part of such facilities. The primary objective of a school library is to implement, enrich and support the educational program of the school. Other objectives are concerned with a development of reading skills, literacy, taste, discrimination of materials and instruction in the use of books and libraries.

In a study of the curriculum needs of the Sub-Saharan African Library School, Dr. Obi indicated that a good school

library can make the following contributions to quality education:

1. Promote the development of reading skills and encourage long-term reading interests and habits. Reading is the key to continuous success in school, and to the personal enrichment of life. A student who learns to read does not automatically become a continuous reader unless the habit is encouraged with the provision of interesting and challenging materials;
2. Contribute to academic achievement in other subjects;
3. Increase students' chances of success in institutions of higher education, or other professional pursuits;
4. Provide students with vocational information leading to the choice of a suitable career;
5. Help in discovering and developing the special gifts and talents of students;
6. Train students to study independently by providing a wide range of materials for class projects, individual reports, and class assignments; and
7. Provide up-to-date resources to meet the greatest challenge of education -- the explosion of knowledge. Students of today must prepare themselves for a life of re-education in an unpredictable world.²

Thus the school library is an integral part, or the "heart" of the school, which will enrich curriculum, encourage pupil initiative and creative activity, and provide for individual differences. The emphasis in Nigeria today is on developing a child who can play an effective role in the rapidly developing society, and this increases the need for an efficient school library service. The experience of classroom teachers,

school inspectors and others concerned with both the library and the secondary stages of education has shown that more teaching takes place when classroom teachers have ready access to learning materials and the help of a professional librarian.

In recent years some interest has been shown in school libraries. A Demonstration School Library was established in Lagos by the UNESCO and the Federal Government of Nigeria.³ The Basjo Commission on the Educational System of Western Region (now Bende, Ogun, Ondo and Oyo states) gave some attention to school libraries. Dr. Sharr, in his study of The Library Needs of Northern Nigeria, and Franklin Book Program in its final report on A Book Development Project in Nigeria, covered some aspects of the school libraries. There are not many studies that deal exclusively with school libraries; those that do show that, in most instances, the library resources in schools are meager. Most parents are poor and cannot afford all the reading needs of their children. Most of the schools can as yet get little help from the public library. Existing practices of the public library show that no library has reached the "one book per person" standard, and this will be beyond the means of most libraries for a long time.⁴ In such a situation, to depend heavily on the home or the public library to provide a plentiful supply of learning materials and the guidance that goes with it is to follow a course of doubtful wisdom.

Statement of the Problem

The general purpose of the study was to examine school library resources of selected secondary schools in Nigeria.

The problem sub-topics are:

1. To examine the present status of school libraries in selected secondary schools in Nigeria, as to the number of certain books, periodicals, audio-visual materials and their administration.

2. To propose upon the basis of these findings certain standards which should govern a secondary school, and

3. To suggest certain means whereby these standards might be attained.

Objectives

The more specific purposes of the study are delineated in the following objectives:

1. To acquire data concerning school library books, periodicals and audio-visual materials in selected secondary schools in Nigeria.

2. To acquire data concerning school library personnel in selected secondary schools in Nigeria.

3. To acquire data concerning the school library facilities in selected secondary schools in Nigeria.

4. To determine the general patterns of organization of school libraries in selected secondary schools in Nigeria.

5. To acquire data concerning the state library operations for the benefit of individual schools.
6. To propose upon the basis of these findings certain standards which should govern secondary schools.
7. To suggest means whereby these standards might be achieved.

Justification for the Study

This investigation may be justified on a number of different grounds. First of all, it will provide a contribution to education by revealing the existing status of conditions and services in secondary school libraries in terms of the library resources and services available to students and teachers in selected secondary schools in Nigeria.

Secondly, knowledge of the secondary school library conditions in Nigeria exists in the minds of all school personnel. This information should be brought together for a study of its implication and direct information of value to library friends and others. These are especially important at this time of rapid enrollments and demand for rapid change in curriculum content and methods.

Another justification for the study is to help administrators and librarians interpret their own needs and see their problems as a challenge for action instead of one which time or destiny alone can change.

Finally, school library development in Nigeria has largely been governed by the needs felt in the particular schools served. This has led to a wide disparity of library conditions and services among state schools and even among various schools in the same state. With libraries in various states of adequacy, obviously some consistent standards of quality for Nigerian secondary school libraries might reasonably be determined. Certainly a status study of the school library resources was essential before such determinations could properly be made.

Scope and Delineation of the Study

Certain limitations were inherent in the study. These include:

1. The study was concerned with selected secondary schools in Nigeria, but no attempt was made at national coverage or representative sampling. Geographically, the study was limited to Kano, Kwara, Niger, Plateau and Sokoto states of Nigeria. More specifically, the study was limited to all secondary schools that receive an annual grant from the government and that are approved by the West African School Certificate Examinations Council for West African School Certificate examinations. Secondary schools of lower status are thus excluded from the study. The rationale for the limitation was based on the fact that most secondary schools of lower status are in need of classroom accommodation, let alone a room for the library.⁵

2. The study collected and tabulated only information pertinent to the school year 1975-1976.

3. The gathering of data and analysis was limited to those data considered practical and readily available.

4. The data were furnished by the school librarians. If the school had no librarian, the teacher in charge of the school library or the principal completed the instrument.

5. The results analyzed and conclusions drawn were based upon the selected schools which cooperated in the study; thus excluding those that did not participate.

Assumptions of the Study

The study was based on the following assumptions:

1. That the provision of adequate library resources in secondary schools (at all levels of education for that matter) is essential for quality education.

2. That the study would be useful in identifying the extent to which provisions were made for secondary school libraries as a basis for future planning and development at state and national levels.

3. That the variables and factors affecting the development of school library programs can be detected with data collected.

4. That a large number of the secondary schools contacted returned reports which provided sufficient data from which valid conclusions and generalizations were drawn.

5. A high level of validity and accuracy of the reported data was also assumed.

Definition of Key Terms

The terms listed below are capable of various interpretations. For the purpose of this study, the meanings that they are intended to convey are given below:

School Library. The term school library is used in this study to denote the whole stock of books and other learning resource material in a school or the rooms or suite of rooms or even the corridors and spaces where the stock is mainly kept and largely used. In terms of the material collections, it may comprise not only books and periodicals, pamphlets, maps and illustrations, but also films and film-strips, slides and tapes.⁶

Centralized Library is used in this study as an arrangement of library resources and services in one location with its resources available to all or most of the teachers and pupils.

Classroom Collection refers to a collection of books in a classroom for the class members only.

Study Hall is used to refer to a designated area for study to which students are assigned on a regular basis as part of their school schedule.

Seating Capacity refers to the number of seating units available within the library area for the library clientele.⁷

School Librarian is used here to include those person(s) in the school whether teacher trained and/or librarian trained and those lacking qualification or training in either field who are acting in the position of "librarian" by providing library service in the school.

Full-time Librarian is used interchangeably with library clerks and library assistants. No attempt was made to distinguish full-time librarian by any definition of education or professional training. It is used to refer to person(s) working full time, providing library service in the school.

Teacher-Librarian is used to refer to a classroom teacher who spends part of his or her time as a master in charge of the library.

Library Prefects refers to students assigned library duties on part-time basis.

Hours of Service is used to refer to the time when the library is open and prepared to render service to its clientele.⁸

Grant-Aided Schools is used to refer to schools that are operated by individual or private organizations but which receive annual lump sums of money as grants from the Government.

Secondary School is synonymous with Grammar School and it is used to describe post-primary school which concentrates on academic subjects.

Recapitulation

This study is concerned with an investigation to determine the present status of school libraries in selected secondary schools in Nigeria, as to the number of certain books, periodicals, audio-visual materials and their administration.

The study is justified in terms of the following:

1. It will help the administrators and librarians to plan for the school library development;
2. With libraries in various states of adequacy, the study is essential for determining a standard for the Nigerian schools; and
3. It is designed as a contribution to research in the area of education and school libraries.

Organization of the Dissertation

Nine principal chapters compose the remainder of this study:

Chapter II contains the review of pertinent literature to the development and organization of school libraries. The objective of the review was to show what is so far known about the problem under investigation.

Chapter III contains procedures used in the collection of data and the overall design of the study.

Chapter IV contains the general information concerning schools in the study and library resources.

Chapter V contains the presentation, interpretation and analysis of data on school library physical facilities.

Chapter VI contains the presentation, interpretation and analysis of data on school library personnel.

Chapter VII contains the presentation, interpretation and analysis of data on school library administration and organization.

Chapter VIII contains the presentation, interpretation and analysis of data on school library material collections.

Chapter IX contains the presentation, interpretation and analysis of data on school library budgets and respondents' evaluation of their school library needs.

Chapter X contains a summary, conclusions and recommendations.

FOOTNOTES TO CHAPTER I

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2. Obi, Dorothy Schmidt, The Curriculum Needs of the Sub-Saharan African Library School: A Study in Comparative Education in Librarianship. Unpublished doctoral dissertation, University of Pittsburg, Graduate School of Library Science, 1974, pp. 188-189.
3. Bonny, H. V., "UNESCO's Role in School Library Development in Nigeria," Unesco Bulletin for Libraries, Vol. XX, No. 2, March-April, 1966, pp. 71-78.
4. Ogunshye, Adetowun F., "Objectives and Standards of Practice for Public Libraries in West Africa," in John Dean (ed.), Standards of Practice for West African Libraries (Ibadan: University of Ibadan Press, 1969), pp. 53-65.
5. See Appendix A.
6. Morris, C. W., A. B. Russel and C. A. Scott (eds.), Libraries in Secondary Schools (London: School Library Associations, 1972), p. 1.
7. American Library Association, Library Statistics: A Handbook of Concepts, Definitions and Terminology (Chicago: A.L.A., 1966), p. 122.
8. Ibid., p. 135.

CHAPTER II
REVIEW OF THE LITERATURE

Introduction

The purpose of this review is to examine articles and research studies relevant to the objective of the study. The two areas that are pertinent to the study are:

(a) The organization and system of education. The rationale for this review is based upon the fact that the organization and system of education have significant bearings on the school library development;

(b) Research pertaining to Nigerian school libraries. The rationale for such review is to show what is so far known about the conditions and services in the Nigerian school libraries and how the present study can lead to the improvement in school libraries.

The Organization and System of Education

The purpose of this section of the review of the literature is to examine the organization and system of education. The rationale for the review is based upon the fact that the organization and system of education have significant bearings on the conditions and services of secondary school libraries.

The Western-type of schools were founded well over one hundred years ago by Christian missionaries, whose main objective was to use the school as a means for converting animists and Muslims to Christianity.¹ Since the history of education is outside the scope of this review, readers are referred to Fafunwa² and Ajayi³ for the history of education and the development of secondary schools, respectively. It is sufficient to indicate that because the early spread was patchy, there are today wide disparities among different areas in the proportions of children attending school. In some parts of the former northern states of Nigeria, where Muslim communities had their own system of Koranic education and did not welcome Christian missionaries, the creation of schools along Western lines got a slow start. Besides state inequality, there are also marked imbalances in the distribution of facilities within each state. Other inequalities are found in the lower number of girls than boys attending school in many areas and of rural children compared with those in towns and cities.⁴ Before the middle of the 1950s, most of the schools in the country were confined to the primary level.

The 1950s saw an expansion of secondary and tertiary education, but the most spectacular increases took place at the primary level.⁵

A major factor in the expansion of educational facilities was the Ashby Commission report of late 1960⁶, which emphasized the need to expand secondary and higher education and to gear the output of the schools more closely to expected high level manpower needs.

Before 1972, although legal responsibility for education was vested in state and federal governments, schools were managed almost exclusively by religious missions, private proprietors or local authorities. Schools were supported by their own funds, school fees, and in varying degree by government grants.⁷ Since 1972, however, education has become a subject in which the state has concurrent powers with the Federal Government and most of the mission and private schools have been subjected to strict control or taken over completely in many states.

The system of education is basically the same in all the nineteen states of the federation, and it is basically patterned along the British system of education with its series of examination hurdles. The scope of education embraces literacy, scientific, technical, commercial, agricultural and general studies at all levels, and at the higher level includes professional courses such as medicine, engineering, law, economics, accountancy, dentistry and management at the post-secondary level.⁸ In general, primary education is a six-year course and free in all the states but not compulsory. Primary education is followed by a number of post-primary institutions which include secondary modern schools (available only in Ogun, Ondo and Oyo states), secondary commercial schools, secondary grammar schools, secondary technical schools, teacher training colleges, and trade centers. A successful completion of primary school, followed by competitive entrance examinations and interviews, are the

requirements for entry into any of the above post-primary institutions.

Entry to secondary school is by selective examinations which are highly competitive. Most of the existing secondary grammar schools are boarding schools and concentrate exclusively on academic subjects. The content and methods of instruction are shaped and standardized by the West African School Certificate Examinations Council syllabi and terminal examinations based on these syllabi. The reason for adherence to the syllabi by students and teachers was explained thus:

Since the final examination remains the sole determination of whether the student receives a school certificate (which is required for further education and determines his salary scale in government service and much of the private economy), instruction and students' efforts are directed toward success in this examination. Indeed, students usually resist departures from understood practice and the introduction of content which is not seen as relating directly to the examination.⁹

Contrary to this narrow view of the purpose and objectives of secondary education by the students and some of their teachers, the National Curriculum Conference on the objectives of education in Nigeria state the objectives of secondary education as follows:

Secondary education will play a dual role of preparing the majority of the students for a terminal education that equips them for living in society while, for the minority group of well-motivated youngsters, the secondary school will provide facilities for them to go into higher education.¹⁰

The reality of this suggestion is based on the fact that less than one percent of the population and less than twenty-five percent of those who complete secondary education enter higher institutions. For this and many other reasons, the Conference further recommended that the secondary school curriculum should be so diversified as to provide useful experiences for the differences in talents, opportunities and roles that students may possess or be called upon to display later in life. Secondary schools should be the nation's ground for inculcation of a spirit of self-discipline among the youths, while it should be also incumbent on the schools to equip them to be able to live effectively in our ever-changing society in particular and the world in general.¹¹

An important element in the realization of this recommendation is the absolute necessity of maintaining a myriad of materials, other than textbooks, with which to enrich the school curriculum. The opening statement of the American Library Association in the 1960 Standards for School Library Programs is particularly relevant in this aspect:

Whatever form the soul-searching regarding the education of youth may take, sooner or later it has to reckon with the adequacy of the library resources in the schools. Any of the recommendations for the improvement of schools, currently receiving so much stress and attention, can only be fully achieved when the school has the full complement of library resources, personnel, and services.¹²

The same author further indicated that

...in the education of all youth, from the slowest learner in kindergarten to the most intelligent senior in high school, an abundance of printed and audio-visual materials is essential. These resources are the basic tools needed for the purposes of effective teaching and learning.¹³

In this respect, a study of the conditions and services of secondary school libraries will reveal the extent to which the existing school libraries are adequate or otherwise for the school curriculum as contained in the National Conference on Curriculum Development.

Research Pertaining to the School Libraries

The concept of school libraries in Nigeria is a relatively new one. Aside from "armchair" occasional papers and articles in library service periodicals, the studies on conditions and services of school libraries are scanty. Since the focus of this study is at the secondary school level of education, the discussion of related literature will be confined to that level.

Studies on conditions and services of secondary school libraries of a more ambitious nature than the one here reported have been conducted in the past by Lancour¹⁴ and Sharr.¹⁵ Both studies attempted to cover all types of libraries. Lancour's study in fact embraced all types of libraries (that is, public, special, academic and school) in the whole of British West Africa. Sharr focused on the library needs of Northern

Nigeria (now Kaduna, Kano, Kwara, Niger, Bauchi, Gongolla, Plateau, Benue and Sokoto states). While giving a very useful broad picture of the conditions and services of secondary school libraries in Nigeria, detailed information on some vital aspects are inevitably left out. Thus, Lancour's findings were based on visits to few secondary school libraries and concluded thus:

One fact stands out clearly; in nearly every school visited, some provision had been made for a library. In a majority of the schools a room, or part of an office, or a section of a hallway, had been set aside for library purposes. They ran from a dingy room with two or three glass doored cases in a room normally kept locked, to a fair-sized freshly painted, well lighted room, or building, simply but appropriately furnished, and with good quality metal shelving.¹⁶

Lancour further indicated that the collections too vary widely.

Strickland expressed a similar view when he indicated that the school library situation in Nigeria was similar to that of Ghana, in other words, one of wide extremes; and that probably the greatest factor in the adequacy or otherwise of school libraries is the presence on the staff of someone with sufficient authority and time to insure that a library is created and organized.¹⁷ Such reports pay little attention to the organization and administration of school libraries.

A more modest survey than Lancour's was carried out by Adebajo's Commission. Banjo's survey focused on the educational system of Western Region (now Bende, Ogun, Oyo and Akure states).

Specifically, it investigated all school facilities and concluded that only lip service had been paid to the provision of school libraries. It indicated that some schools and training colleges feature small collections, but only a few of them had anything that looked like a library -- either in collections or accommodations. The primary schools not only were without libraries, but they were remarkable for their barrenness and the general absence of any classroom book collection or teaching apparatus.¹⁸

Such descriptions of the school library scene in the Western states are similar to Obi's descriptions of the school libraries in the Eastern states. In her Library Scene in Eastern Nigeria, Obi indicated that as yet the region's primary schools (with the exception of a few private ones) have been unable to maintain any type of library whatsoever; and that all of the 225 secondary schools in the region have libraries of one sort or another, although they are largely unorganized and left to the part-time care of one of the teaching staff.¹⁹

Contrary to the findings of Lancour for the whole of British West Africa, Adebajo's findings on the educational system of Western States of Nigeria and Obi's observations and descriptions of the library scene in Eastern Nigeria, Dr. Sharr, in his Library Needs of Northern Nigeria, saw the book selection as the major problem in school and teachers' college libraries. Sharr indicated that on the one hand, practical difficulties such as lack of time to study reviews, remoteness from good

bookshops, lack of bibliographical aids; on the other, and far more intractable, uncertainty on what types of material will best meet the needs and interests of Nigeria's pupils. The solution of this problem, according to Sharr, is basic to successful development not only of school libraries but of the whole educational program.²⁰

Ten years later, in 1973, Fadero also lamented that book selection constitutes a sore problem in Nigerian schools and expanded on the problem thus:

Many teachers never read books other than the prescribed textbooks used for their examinations, in order to gain their certificates. How then can they cope with selection of books for their school libraries? Book selection is an art which requires training and experience.²¹

The above problems indicated more responsibilities and services on and from the public libraries of unknown importance in developed countries. The various regional libraries, therefore, accepted the challenge and rendered the following services to the schools: In the former Northern Region (now Northern States), the regional library introduced "book-box systems," a system whereby schools were lent some books in boxes for a term or longer period. Other efforts to alleviate the school library problem in the region included compilation of suitable books for schools; ordering of books for various organizations and individuals; and elementary courses for the school teachers and library assistants.²² During the same period, the Western²³

and Eastern Regional (now Eastern States) Libraries also ran mobile libraries to schools. The system is still in use in some states. Onyeowu, director of the Bendel State Library Board, indicated early this year that her library board would purchase four more mobile libraries to provide services for schools which have no libraries. The mobile libraries, according to Onyeowu, have proven very popular with the people of rural areas who borrowed a total of 36,000 volumes within six months.²⁴

By way of finding solutions to school library problems, the Federal Government in conjunction with UNESCO established a model school library in Lagos in 1964. The scope of the project, according to Bonny, the director and UNESCO expert in charge of the project, was defined as follows:

- (i) School and college library service
 - (a) Building up of basic reference and lending libraries
 - (b) Provision of supplementary collections
 - (c) Supply of books on loan, i.e. bulk exchanges each term or academic year
 - (d) Special request service
 - (e) Possibly mobile service, bookmobile and/or special material
- (ii) Education library

Reference and lending service to education officers, university students, teachers and teachers-in-training
- (iii) Central textbook library
- (iv) Advice and assistance
 - (a) Library planning
 - (b) Library methods, furniture and assistance
 - (c) Training of school librarians
 - (d) Library syllabus in schools and colleges
 - (e) Continued organization of libraries in schools and colleges

The ultimate objective is the operation of a completely integrated school library service, providing an optimum service in accordance with available means (particularly because of lack of qualified librarians in schools) but achieving economy with efficiency by the full exploitation of the book stock and the elimination of the duplication of effort regarding the application of technical library methods.²⁵

At the start of the project in 1964, owing to limited budget and shortage of staff, the resources could not cope with the problems identified in both the secondary and primary schools. Consequently, it was decided that work be started with secondary schools which were then few.²⁶ Unfortunately, when the contract between the Federal Government and UNESCO ended in 1966, the project became weak and almost crippled until the Lagos State Government took over its administration. Due to the physical limitation of the project in Lagos and its short existence, it has little impact on the school library development in other states outside Lagos. It was therefore no surprise that four years after the birth of the project, Kulkarni, a UNESCO expert in charge of the library of the Advanced Teachers' College, Kano, said the following of his students who were drawn largely from the Northern States:

The students, half of whom were primary school teachers and half of them secondary school leavers, have scarcely ever seen anything approaching a standard well-organized library with ample resources. In their schools they were used to receiving textbooks which they kept for the whole year; therefore, they looked upon the library almost as a store which supplies books for all. The pleasure and interest of reading

various books to supplement their classwork was unknown to them, so also was reading for its own sake.²⁷

Kulkarni's descriptions would certainly benefit many products of the system. It is described in his School Library Scene in Nigeria. It is indicated that it is true that in some schools there has always been some room or corner set aside for books, maybe one or two cupboards or a couple of racks invariably containing out-of-date books and confidently styled the school library. In others the picture may contain some recent publications. In rare cases one can find a worthwhile collection with a designated teacher in charge and more or less organized according to some system. But such collections, often to be found in the best government schools or in schools with devoted, library-conscious principals, are exceptions rather than the rule.²⁸ Dipeolu²⁹, Fasanya³⁰, and others expressed similar views. Philip Rappaport describes the situation thus:

More often than not, the schools have little in the way of a school library and what they do have is often a collection of books kept locked up in the principal's office.³¹

If part of the objective of education is to foster the arts of reading, reflection, and individual inquiry, a large quantity of reading materials at various levels of interest and understanding of children is called for. As observed in Books in West Africa, merely to teach students how to read, and then to lead them through a series of textbooks will not accomplish

true education. Only material that will challenge the student's interest and lead him, by his own desires, to progressively higher levels, will give final implementation to the desire for an educated and informed citizenry.³²

In an age when the frontiers of knowledge are exploding, when scientific discovery and technological advance outstrip the capacity of the printing press to record them, and when not only philosophy but the axioms of politics and society are the subjects of almost daily challenge -- at such a time, newspapers and periodicals become of increasing importance in the teaching-learning situation.³³ Of equal importance is the use of audio-visual materials in the teaching-learning process. No one medium of communication is adequate to provide information and concepts that are unambiguous to the students. Some research, mostly in the developed countries, indicates that students learn faster and retain more when an appeal is made to several of the human senses. The Government is aware of this fact and in some of the Ministries of Education there are audio-visual units which serve all schools in the state. Educational broadcasts on radio and television are organized by these units or by a separate section of the Ministry specifically responsible for school broadcasts. The audio-visual aids units produce and collect visual aid models which they show in special exhibitions for teachers. They also run in-service courses for teachers on the production and use of audio-visual aids.³⁴

Ita³⁵, Ekpong³⁶, Aguolu³⁷ and other writers attribute the poor school library scene to lack of law authorizing the establishment of school libraries. The inclusion of adequate school library resources as one of the pre-conditions for according recognition or approval to a school was suggested³⁸; and Fadero explained his stand as follows:

It is a common knowledge that in many parts of the world no secondary school can be approved today without satisfying certain conditions often called standard, laid down from time to time by Ministries of Education. Therefore, in considering the role of libraries in education, is it not time for us to formulate standards for school libraries and to make the achievement of such standards one of the conditions for approval of schools in Nigeria and other West African countries? Standards must therefore be set in respect of adequacy of funds, materials, staff and accommodations, and these will serve as goals for the realization of the aims and purpose of a school library.³⁹

It was along this line of thought that Agidee in his Legal Provisions for Library Development in Nigeria concluded that without legislation, library service is provided at the whims and caprices of whoever is in charge of the establishments.⁴⁰

School library laws, regulations, standards, or call it what you will, are needed for the establishment and improvement of school libraries. It was along this line of thought that the participants at the International Association of School Librarianship in its Nairobi Conference from July 29-31, 1973 passed a resolution that government should draw up a clear policy for school library development in their countries and step by step implementation of the following:

- 1) Defining the authority responsible for the development of school libraries;
- 2) Developing training programs that will introduce all teachers to knowledge of all utilization of library materials as teaching tools;
- 3) Supporting training in library methods and organization for teacher-librarians and library assistants;
- 4) Providing adequate library budget for purchase of library materials, equipment and personnel;
- 5) Establishing adequate school library facilities in all schools, staff for all school levels, paying particular attention to early childhood needs.⁴¹

In conclusion, a review of the literature indicated that there has been no study specifically devoted to the school libraries either statewide or countrywide. This was rightly pointed out in the final report of a Book Development Project when it indicated that

...the process of examining school and public library schemes in Nigeria is complicated by the fact that no country-wide survey evaluating existing schemes has been made. Finding statistical data to support the facts is a frustrating exercise.⁴²

Summary of the Review of the Literature

In summary, the review of the literature has been largely concerned with the organization and system of education; the various efforts by state and public libraries to solve some

of the school library problems; and the short-lived model school library established by the Federal Government and UNESCO.

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CHAPTER III
PROCEDURES USED IN THE STUDY

Introduction

An extensive review of the literature has provided a basis for assessing school library resources. The purpose of this chapter is to present the methods and procedures this writer used to determine the conditions and services related to the operation of libraries in selected secondary schools in Nigeria.

Step 1

Developing and Refining the Inquiry Form

After a thorough investigation of various research techniques, it was decided that an inquiry form would be the best method to solve the problem presented in this study.

The inquiry forms needed to solicit information were developed according to the guidelines set forth in Selltiz.¹

Several preliminary drafts of the inquiry form were prepared based on the investigator's analysis of the problem and review of the literature. An early draft was made in conjunction with the work of the research colloquium in educational research at Boston University, School of Education. This draft

and other preliminary drafts were refined, and a revised form was then sent to a selected group of educational administrators, state and children librarians and teachers in Nigeria.² These professionals were invited to make comments concerning the effectiveness of the inquiry form as a research instrument and to offer suggestions as to how the inquiry form might be improved.

Following the incorporation of the suggestions of these professionals, another refined inquiry form was sent to ten secondary schools in Nigeria. Mr. Dapo Oyeleke of the Kaduna Polytechnic and Dr. Niyi Ojo of Ahmadu Bello University helped in the administration of the inquiry form to the ten secondary schools. The purpose of the test was to insure near universal interpretation of the questions asked on the inquiry form.

The final draft was developed after giving consideration to the suggestions of professional men and women in libraries and education, both in the United States and Nigeria, and the results of the pre-test in the ten secondary schools.

The inquiry form met the eight criteria established by Best³ as characteristics of a good questionnaire. Best lists the eight criteria as follows:

1. It deals with a significant topic, one the respondents will recognize as important enough to warrant spending his time. The significance should be clearly and carefully stated on the questionnaire, or in the letter that accompanies it.

The topic of this dissertation has concerned Nigerian Library Association, educational administrators and teachers for many years. This was demonstrated by the interest the State Librarians

and Ministry of Education have shown in the study. The Ministry of Education and/or State Library sponsored the study in the five states. The significance of the study was clearly stated in the letter⁴ that accompanied the inquiry form.

2. It seeks only that information which cannot be obtained from other sources such as reports or census data.

A systematic search of the literature by the investigator failed to reveal any study yielding data requested in the inquiry form:

3. It is as short as possible, only long enough to get the essential data. Long questionnaires frequently find their way into the waste basket.
4. It is attractive in appearance, neatly arranged, and clearly duplicated or printed.

A close look at the inquiry form⁵ will reveal that the inquiry form measured up to the two criteria above. The form may be answered in about half an hour.

5. Directions are clear and complete, important terms are defined, each question deals with a single idea, all questions are worded as simply and clearly as possible, and the categories provide an opportunity for easy, accurate and unambiguous responses.

A study of the inquiry form⁶ will reveal that the questions are clear and complete and the results indicated generality of the responses.

6. The questions are objective, with no leading suggestions as to the responses desired. Leading questions are just as inappropriate on a questionnaire as they are in a court of law.

The questions in the inquiry form were phrased in such a way

that the responses were to the questions themselves rather than other aspects of the situation.

7. Questions are presented in good psychological order, proceeding from general to more specific responses.

A study of the inquiry form⁷ from question number one to question number fifty-two indicates a satisfaction of this criterion.

8. It is easy to tabulate and interpret.

The inquiry form was designed to be sent to a large number of persons and as the inquiry form was being designed, the method of tabulation was being formulated. In this way, the answers may be tabulated quickly and easily.

Description of the Inquiry Form

The inquiry form contained fifty-two items and asks for two types of information. The first group of questions requests certain general information about the school as a whole, and the second set of questions asks for information with regard to specific library resources, organization and its administration.

The inquiries concerning the school are in the following areas: person completing the inquiry form, position, sex and age. Other questions in this group include: name of school, number of streams in each grade, total enrollment as of October, 1975 and boarding house facilities available to students.

The inquiry form questions on specific library resources were designed to learn the following:

1. Organization of the library resources -- whether the school library is centralized or not
2. Services provided by the Public or State Library for the benefit of the individual school
3. School library physical facilities and equipment
4. School library personnel
5. School library administration and organization
6. School library material collections
7. School library budget
8. Respondents' evaluation of the library needs of the school. Most of the items were answered by a check (✓), but a few required a brief written answer.

Step 2

Selection of the Schools

A letter (see Appendix A) was written to the Ministry of Education in the former six Northern States of Nigeria for the permission to conduct the study and for a list of their schools that are grant-aided and approved for the West African School Certificate Examinations. Five of the six states responded. The author decided to drop two states from the study. The North-Central (now Kaduna) State and North-Eastern State (now Bauchi, Borno and Kongola States) were dropped from the study because the former did not respond to the request for permission and the latter because the creation of states in February 1976 cre-

ated new administrative problems that it was impossible to include the three new states created from the former North-Eastern State. The selection of schools, therefore, was limited to Kano, Kwara, Niger, Plateau and Sokoto States of Nigeria that met the organization pattern of the study.

To be selected, a secondary school must be approved by the State Ministry of Education as grant-aided; approved by the West African Examinations Council for West African School Certificate Examinations; and must have been presenting or ready to present candidates for the West African School Certificate Examinations in June 1976.

According to the five states' Ministry of Education, School Statistics 1975/76 Session, 17 secondary schools in Kano State, 62 in Kwara State, 21 in Plateau State, and 22 in Sokoto State of Nigeria met the organization pattern of the study. In the five states, 133 secondary schools were chosen for the study.

Government grant-aided secondary schools accredited by the West African School Certificate Examinations Council were used because they form a group of schools in which the quality of education is measured by certain standards. Secondly, from the author's experience and a number of personal and private correspondences between the author and the people in the field, there was ample evidence that secondary schools that do not meet the three criteria above were in dire need of classrooms, let alone a room for the library purposes. For example, see

Appendix A for some of the correspondence between the author, the Kwara State Librarian and Mr. Joe Obamiro in connection with the above point.

Step 3

Distribution of the Inquiry Form

The problem and inquiry form were submitted to the Chief Inspector of Education and State Librarians of Kano, Kwara, Niger, Plateau and Sokoto States to gain their support in order to complete the study. With their permission, the inquiry form and an explanatory letter stating the purpose of the study, a copy of which is to be found in the Appendix B, were sent by mail to the principals of (i) 17 secondary schools in Kano State, (ii) 62 secondary schools in Kwara State, (iii) 11 secondary schools in Niger State, (iv) 21 secondary schools in Plateau State, and (v) 22 secondary schools in Sokoto State of Nigeria.

Each inquiry form was coded with the school's number for identification purposes. The code enabled the writer to determine the schools responding and to complete follow-up procedures on those who did not return the instrument. The respondents were requested to return the instrument through the school mail to the Inspectorate Division, Ministry of Education Headquarters of their state.

The first follow-up was made by letter and the second by double post card. Each of these follow-ups offered to send an additional inquiry form in the event that the first had been lost. This final solicitation was rewarded by the receipt of

14 additional completed inquiry forms. As a result, a total of 114 completed inquiry blanks were received, representing 85.7 percent of the universe of the population.

Attitudes Concerning the Study

A very large percent of individuals contacted in connection with this study were most cooperative. Approximately 86 percent of those to whom the inquiry form was sent returned the form. Many included letters of explanation concerning their answers and offered additional data not actually requested in the questionnaire.

The Inspectorate Division of each State Ministry of Education, the State Librarians, and all schools contacted concerning the study showed remarkable interest in the whole problem. A summary of the results has been promised to all those who have cooperated in any way in the preparation of the study.

Step 4

Checking of Reliability of Responses

To check the reliability of the answers made by the respondents to the questions on the inquiry form, it was decided that the author would make a personal visit to a random sample of twenty-five percent of the schools in the study. During this trip, visits were made to a number of schools which had returned the inquiry forms as a part of the study.

As a result of interviewing the person who had previously filled out the inquiry form and an on-site observation of the school library resources, the writer completed a second inquiry form for the purpose of checking reliability.

Step 5
Treatment of Data

As the inquiry form was being designed, the method of tabulation also was being formulated. To process the information collected, hand tabulation was used because many of the items on the inquiry form are easier and more economically tabulated by hand than they could be converted to machine-readable form and verified.

The presentation and interpretation of data were as follows: First, a map of Nigeria showing the geographical location of the areas covered by the study was presented. Next, a statement identifying the part of the library program being considered was presented. Finally, the inquiry form was tabulated to show responses for each item and a comparison was made between the responses to an item and the following variables:

- (i) geographical location
- (ii) type of boarding house facility available in the school
- (iii) school enrollment.

Geographical Location. The divisions of population for comparison by geographical location were as follows:

- (i) Kano State School System
- (ii) Kwara State School System
- (iii) Niger State School System
- (iv) Plateau State School System
- (v) Sokoto State School System.

The geographical location of schools were identified by the State Ministry of Education.

Type of Boarding House Facility. The divisions of population for the purposes of comparison by type of boarding house facilities were as follows:

- (i) boarding only
- (ii) day only
- (iii) boarding and day.

These divisions were identified by the State Ministry of Education.

School Enrollment. The divisions of population for purposes of comparison of school enrollment were as follows:

- (i) under 200 students
- (ii) 201 to 300 students
- (iii) 301 to 400 students
- (iv) 401 to 500 students
- (v) over 500 students.

The ranges were arbitrarily selected for the purpose of comparisons and recommendations.

Quantitative data in research for a descriptive study for comparison can be analyzed satisfactorily according to Van Dalen⁸ by using the simple measures of central tendency. To provide a

visual and more meaningful form of analysis, the total responses were mathematically processed with a calculator to arrive at percentages. The data are presented and analyzed through tables and diagrams.

Recapitulation

This chapter has presented the procedures used in the solution of the problem presented by the study. The inquiry form was the instrument selected to gather the data. The inquiry form was distributed to 133 secondary schools in Kano, Kwara, Niger, Plateau and Sokoto States of Nigeria that met the organization pattern of the study. To test the validity of the responses, the investigator paid on-site visits to some of the secondary school libraries and held interviews with the persons who had completed the inquiry forms. The data was reported in tabular form and comparisons were made between certain types of data.

FOOTNOTES TO CHAPTER III

1. Seltiz, M. J., M. Deutsch, and S. Cook, Research Methods in Social Relations (rev. ed.) (New York: Holt, Rinehart and Winston, 1967), Appendix C.

2. See Appendix A.

3. Best, John W., Research in Education (2nd ed.) (Englewood Cliffs, N.J.: Prentice-Hall, 1970), p. 170.

4. See Appendix B.

5. See Appendix B.

6. See Appendix B.

7. See Appendix B.

8. Van Dalen, D. B., Understanding Educational Research (rev. ed.) (New York: McGraw-Hill, 1966).

CHAPTER IV

THE STATUS OF SELECTED SECONDARY SCHOOL LIBRARIES IN NIGERIA

The purpose of this chapter and the next six chapters is to report in detail the status of selected secondary school libraries in Nigeria with regards to the number of certain books, periodicals, audio-visual materials, and their organization and administration as revealed in the inquiry forms which have been returned from the schools, numbering nearly one hundred and twenty taking part in the study.

For the purposes of analysis and interpretation, the results are reported in tabular form. Each table is accompanied by a summary of data reported.

In Chapter X of this study, the data presented are given a general interpretation accompanied by a proposal of standards for school libraries. Suggestions for further studies are also made.

General Information Concerning Schools in the Study and Library Resources

The inquiry form, discussed in detail in Chapter III, was mailed to one hundred and thirty-three selected secondary schools in Kano, Kwsara, Niger, Plateau and Sokoto States of Nigeria that met the organizational pattern of this study.

One hundred and eighteen forms were returned. Of these, one hundred and fourteen have been included in the results reported in this and the next six chapters. The remaining four forms were excluded because in all cases they failed to answer enough of the items in the inquiry form to make any significant contribution to the study as a whole.

Figure I and Table I show how the 133 inquiry forms were distributed on a geographical distribution. Of the 133 inquiry forms, 114 inquiry forms, or 85.7 percent, were received and processed. If the shortage of qualified school personnel and the country's poor communication systems are taken into account, the result is impressive. Niger State School System has the largest percentage of returned inquiry forms. Of the 11 forms mailed to the Niger State School System, 11 forms, or 100 percent, were returned. Sokoto and Kano State School Systems have about the same percentage of returned inquiry forms. Kwara State School System has the smallest percentage of returned forms. Of the 62 inquiry forms mailed to schools in Kwara State, 50 schools, or 80.6 percent, responded.

Table II shows the number and percentage of schools participating, compared with the state total number of secondary schools and state population. Of the 153 secondary schools in the five state school systems, 114 schools, or 74.5 percent, are represented in the study. Niger State School System has the largest percentage of schools in the study. Kano and Sokoto State School Systems have about the same percentage of represen-

Table I
Geographical Distribution of Inquiry Forms

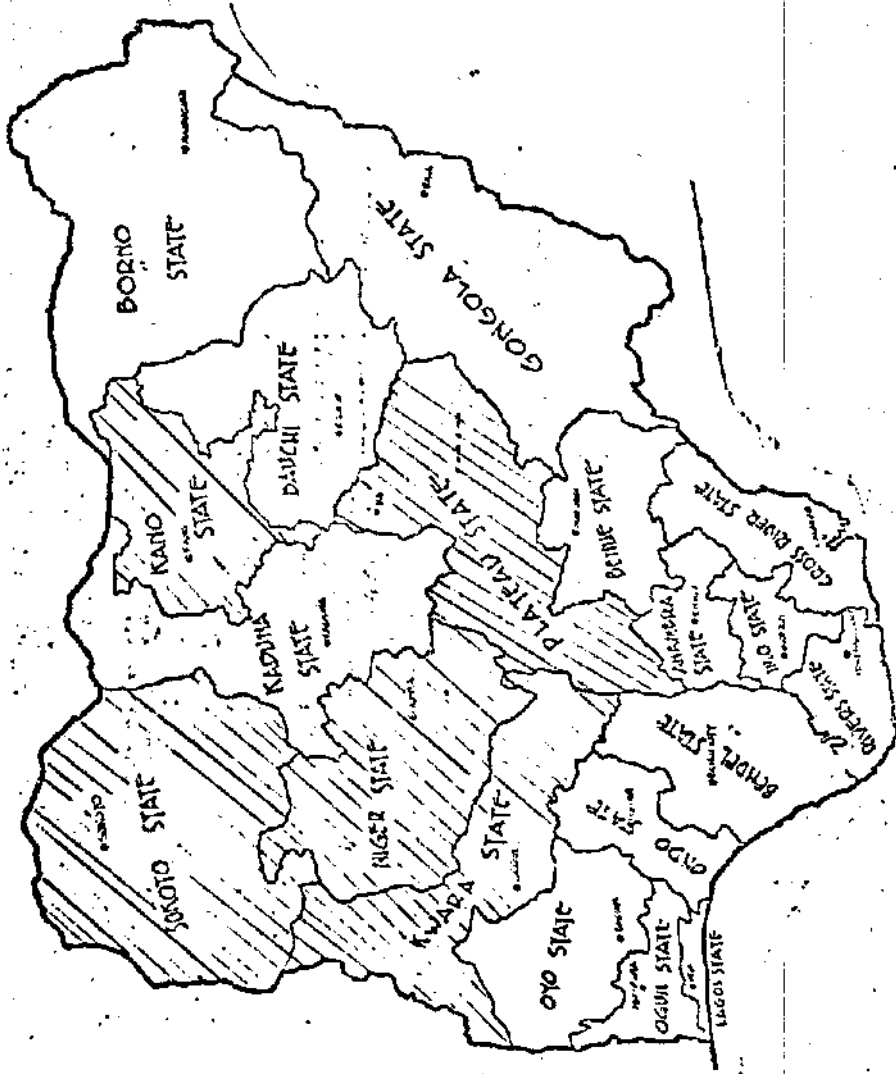
<u>Geographical Division</u>	<u>Number of Mailed Inquiry Forms</u>	<u>Number Returned</u>	<u>Percentage of Return</u>
Kano State	17	15	88.2
Kwara State	62	50	80.6
Niger State	11	11	100.0
Plateau State	21	18	85.7
Sokoto State	22	20	90.9
TOTAL	133	114	85.7

Table II
Number and Percentage of Schools Participating
Compared with State Total Number of
Secondary Schools and State Population

<u>States</u>	<u>Total Number Secondary Schools</u>	<u>Total Number State Schools in the Study</u>	<u>Percentage State School Total in Study</u>	<u>State Population *</u>
Kano	17	15	88.2	5,774,842
Kwara	66	50	75.8	2,309,338
Niger	11	11	100.0	1,271,767
Plateau	37	18	48.6	2,026,657
Sokoto	22	20	90.9	4,538,808
TOTAL	153	114	74.5	15,921,412

* Federal and State Estimates, April and May, 1976, and White paper on Creation of States - February 1976, quoted in the New Nigerian newspaper, May 15, 1976, p. 1.

FIGURE 1



tation in the project. Of the 22 secondary schools in Sokoto State School System, 20 schools, or 90.9 percent, are represented in the study. Similarly, of the 17 schools in Kano State School System, 15 schools, or 88.2 percent, are in the study. Plateau State School System has the smallest percentage of schools represented in the study. Of the 37 secondary schools in Plateau State, 18 schools, or 48.6 percent, are represented in the study.

The small percentage of Kwara and Plateau schools in the study could be attributed to the rapid expansion of secondary schools within the last three or four years. New schools, unfortunately, do not meet the organization pattern of this study and were thus excluded.

Table III shows schools and type of boarding house facility compared according to geographical location. It is important to note that the largest percentage of schools in the study is boarding only. Of 114 schools reporting, 78 schools, or 68.4 percent, are boarding only. The next largest percentage of schools are boarding and day group of schools. Thirty-two schools, or 28.1 percent, are boarding and day. The smallest percentage of schools in the study is day only. Four schools, or 3.5 percent, are day only.

The large percentage of boarding only schools is due to historical reasons. It is interesting to note that Kwara and Plateau State School Systems that have large percentages of boarding and day schools also have many schools built by mis-

Table III

Schools and Type of Boarding House Facility
Compared According to Geographical Location

Type of Facility	Geographical Location										Total No. Schools Reporting	
	Kano N=15		Kwara N=50		Niger N=11		Plateau N=18		Sokoto N=20			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Boarding only	13	86.7	21	42.0	10	90.9	14	77.8	20	100.0	78	68.4
Day only	2	13.3	1	2.0	1	9.1	--	--	--	--	4	3.5
Boarding & Day	--	--	28	56.0	--	--	4	22.2	--	--	32	28.1
TOTAL	15	100.0	50	100.0	11	100.0	18	100.0	20	100.0	114	100.0

Table IV

Student Enrollment Compared
According to Geographical Location

Student Enrollment	Geographical Location										Total No. Schools Reporting	
	Kano N=15		Kwara N=50		Niger N=11		Plateau N=18		Sokoto N=20			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
under 200	2	13.3	2	4.0	2	18.2	--	--	2	10.0	8	7.0
201-300	1	6.7	2	4.0	1	9.1	2	11.1	2	10.0	8	7.0
301-400	11	73.3	21	42.0	6	54.5	7	38.9	10	50.0	55	48.2
401-500	--	--	17	34.0	--	--	8	44.4	--	--	25	21.9
over 500	1	6.7	8	16.0	2	18.2	1	5.6	6	30.0	18	15.8
TOTAL	15	100.0	50	100.0	11	100.0	18	100.0	20	100.0	114	100.0

sionaries, communities and private individuals. On the other hand, Sokoto, Kano and Niger States, with high percentages of boarding schools, have few non-government secondary schools.

Table IV shows student enrollment compared according to geographical location. The largest percentage of schools reporting are in the 301 to 400 student enrollment category. Of 114 schools reporting, 55 schools, or 48.2 percent, are in the 301 to 400 student enrollment. The next largest percentage of schools reporting is the 401 to 500 student enrollment group. Twenty-five schools, or 21.9 percent of the schools in the study, are in this group. Schools with student enrollment of over 500 have 18 schools, or 15.8 percent, in the study. Schools with student enrollment of under 200 and 201 to 300 have equal percentage of schools participating (8 schools or 7 per cent each).

It is important to note that until the recent past, most Nigerian secondary schools (particularly Government Secondary Schools) were in the enrollment category of 301 to 400 student enrollment. Since 1970 the direction of school enrollment has been shifting towards over 500 student enrollment. Most of the pioneer secondary schools in the states under investigation have over 700 student enrollment. The advantages and/or disadvantages of large student enrollment are outside the scope of this study. It is sufficient to indicate that adequate school facilities (including library resources) must be provided in relation to school size and enrollment.

Table V shows position of person responding to inquiry forms compared according to geographical location of schools. It is interesting to observe that in all the states, the smallest percentage of school personnel responding to the inquiry forms was library assistant. The reason for the low representation of library assistant in the groups of school personnel responding to the inquiry forms was partly due to the lack of library personnel in many schools, and partly due to the low level of educational qualifications and status of school library personnel in most schools in the study.

Kwara State School System has the largest percentage of library assistants responding to the inquiry form. Of the 50 respondents from Kwara State, 14 respondents, or 28.0 percent, reported their positions as library assistants. The next largest percentage of library assistant respondents was Kano State. Of the 15 school personnel that responded in this state, four school personnel, or 26.7 percent, indicated their position as library assistant. Of 20 school personnel respondents from Sokoto State, four officers, or 20.0 percent, indicated their position as library assistant. Of 18 respondents from Plateau State School System, three respondents, or 16.7 percent, indicated their position as library assistant. Niger State School System has the smallest percentage of library assistant respondents. Of 11 school personnel that responded from this state, one officer, or 9.1 percent, indicated her position as library assistant.

Table V

Position of Person Responding to Inquiry Forms
Compared According to Geographical Location of Schools

Position of Respon- dent	Geographical Location									
	Kano N=15		Kwara N=50		Niger N=11		Plateau N=18		Sokoto N=20	
	No.	%	No.	%	No.	%	No.	%	No.	%
Principal	7	46.7	10	20.0	4	36.4	6	33.3	8	40.0
Teacher- Librarian	4	26.7	26	52.0	6	45.5	9	50.0	8	40.0
Library Assistant	4	26.7	14	28.0	1	9.1	3	16.7	4	20.0
TOTAL	15	100.0	50	100.0	11	100.0	18	100.0	20	100.0

Table VI shows position of person responding to inquiry forms compared according to type of boarding house facility. Surprisingly, there is no difference between the percentage of library assistants responding to the inquiry form in boarding only group of schools and day only group of schools. Of the 78 school personnel responding to the inquiry form in the boarding only group of schools, 20 school personnel, or 25.6 percent of the respondents, indicated their position as library assistant. Similarly, of the four school personnel responding to the inquiry form in the day only group of schools, one officer, or 25.0 percent, indicated her position as library assistant. Of the three groups, the boarding and day group of schools has the smallest percentage of library assistants as officers responding to the inquiry forms. Of 32 school officers that responded from this group, five officers, or 15.6 percent, indicated their position as library assistant.

Table VII shows position of person responding to inquiry forms compared according to school enrollment. It is important to note that in all the enrollment categories, the smallest percentage of group of school personnel responding was library assistant group. Such a result could be interpreted as an indication of shortage of qualified and competent school library personnel in all the enrollment groups in the study.

As expected, schools in the enrollment category of over 500 student enrollment have the largest percentage of library assistants as school personnel responding to the inquiry form.

TABLE VI

POSITION OF PERSON RESPONDING TO INQUIRY FORMS COMPARED
ACCORDING TO TYPE OF BOARDING HOUSE FACILITY

POSITION OF PERSON RESPONDING TO INQUIRY FORMS	TYPE OF BOARDING HOUSE FACILITY					
	BOARDING ONLY N=78		DAY ONLY N=4		BOARDING AND DAY N=32	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
PRINCIPAL	24	30.8	1	25.0	10	31.3
TEACHER - LIBRARIAN	34	43.6	2	50.0	17	53.1
LIBRARY ASSISTANT	20	25.6	1	25.0	5	15.6
TOTAL	78	100%	4	100%	32	100%

Of the 18 school personnel that responded to the inquiry forms in this group, five school personnel, or 27.8 percent, were library assistants. Schools in the enrollment category of 301 to 400 student enrollment have the next largest percentage of library assistants responding to the inquiry forms. Of the 55 school personnel that responded to the inquiry form in this group, 14 school personnel, or 25.5 percent, indicated their position as library assistant. Surprisingly, schools in the enrollment category of 401 to 500 have small percentages of school personnel responding as library assistant. Of the 25 school personnel that responded from this group, 5 school personnel, or 20.0 percent, indicated their position as library assistant. As expected, schools in the enrollment categories of under 200 and 201 to 300 student enrollment have the smallest percentage of school personnel responding as library assistants. No library assistant responded from under 200 student enrollment category.

Centralized Library Collections

A centralized library collection is more economical in terms of personnel and book costs per Naira spent; it reduces cost of duplication of some reference titles and services.

The study defined centralized library as "one administered as a unit, usually in one place in the school, and making books and other library materials available to all or most of the

TABLE III

POSITION OF PERSON RESPONDING TO INQUIRY FORMS COMPARED ACCORDING TO SCHOOL ENROLLMENT

POSITION OF PERSON RESPONDING TO INQUIRY FORMS	ENROLLMENT											
	UNDER 200 N-8		201 TO 300 N-8		301 TO 400 N-25		401 TO 500 N-25		501 TO 600 N-14		TOTAL	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
PRINCIPAL	2	87.5	6	25.0	15	27.3	4	16.0	3	16.3	28	55.6
TEACHER-LIBRARIAN	1	12.5	1	12.5	26	47.3	15	60.0	10	50.0	53	100.0
LIBRARY ASST			1	12.5	14	25.5	6	24.0	5	25.0	36	70.4
TOTAL	3	100	8	100	55	100	25	100	18	100	106	100

teachers and pupils in the school. For the purpose of this study, such a collection which includes only books is also interpreted as a centralized library." In broad terms, the study defined centralized library as virtually any attempt made by any school to provide a library beyond its classroom collections. Table VIII shows schools having centralized library collections compared according to geographical location.

The result indicated that not all secondary schools in the five states have centralized library collections. Plateau State seems to have the largest percentage of schools with centralized library collections. Of the 18 schools in Plateau State School System, 15 schools, or 83.3 percent, have centralized library collections. Kano, Kwara and Sokoto States School Systems have equal percentages of schools with centralized library collections. Each of the three states has 80 percent of its schools with centralized library collections. Niger State School System has the smallest percentage of schools with centralized library collections. Of the 11 schools in the state, eight schools, or 72.7 percent, have centralized library collections.

Table IX shows schools having centralized library collections compared according to type of boarding house facility. Day only group of schools has the largest percentage of schools having centralized library collections. Of four schools in this group of schools, all four have centralized library collections. Boarding only group of schools has the next largest

TABLE VIII

SCHOOLS HAVING CENTRALIZED LIBRARY COLLECTIONS COMPARED
ACCORDING TO GEOGRAPHICAL LOCATION

GEOGRAPHICAL LOCATION	HAVE CENTRALIZED LIBRARY COLLECTIONS		DO NOT HAVE CENTRALIZED LIBRARY COLLECTIONS		TOTAL NUMBER OF SCHOOLS REPORTING	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT OF 114
IKANO STATE	12	80.0	3	20.0	15	13.2
KWARA STATE	40	80.0	10	20.0	50	43.9
NIGER STATE	8	72.7	3	27.3	11	9.6
PLAIDAU STATE	15	83.3	3	16.7	18	15.8
SOKOTO STATE	16	80.0	4	20.0	20	17.5
TOTAL	91		23		114	100%

Table IX

Schools Having Centralized Library Collections
Compared According to Type of
Boarding House Facility

Type of Boarding House Facility	Have Centralized Library Collections		Do Not Have Centralized Library Collections		Total Number of Schools Reporting	
	No.	%	No.	%	No.	%
Boarding only	64	82.1	14	17.9	78	68.4
Day only	4	100.0	--	--	4	3.5
Boarding and Day	23	71.9	9	28.1	32	28.1
TOTAL	91		23		114	100.0

percentage of schools having centralized library collections. Of 78 schools in this group of schools, 64 schools, or 82.1 percent, have centralized library collections. Boarding and day group of schools has the smallest percentage of schools having centralized library collections. Of 32 schools in this group of schools, 23 schools, or 71.9 percent, have centralized library collections. Type of boarding house facility seems to be no factor in the percentage of schools having centralized library collections. Boarding only group of schools were supposed to be richer in school facilities than day only or day and boarding group of schools. Contrary to expectations, day only group of schools seems to be doing a fine job in providing centralized library collections.

Table X shows schools having centralized library collections compared according to enrollment of schools. As expected, the largest percentage of schools having centralized library collections was in the enrollment category of over 500 student enrollment. Of 18 schools of this size, all 18 schools have centralized library collections. The next largest percentage of schools having centralized library collections was found in the enrollment category of 401 to 500 student enrollment. Of 25 schools in this group, 23 schools, or 92 percent, have centralized library collections. Of 55 schools in the enrollment category of 301 to 400 student enrollment, 43 schools, or 78.2 percent, have centralized library collections. Of eight schools in the enrollment category of 201 to 300 student enrollment, four schools,

Table X

Schools Having Centralized Library Collections
Compared According to Enrollment of Schools

<u>Enrollment</u>	<u>Have Centralized Library Collections</u>		<u>Do Not Have Centralized Library Collections</u>		<u>Total Number of Schools Reporting</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Under 200	3	37.5	5	62.5	8	7.0
201-300	4	50.0	4	50.0	8	7.0
301-400	43	78.2	12	21.8	55	48.2
401-500	23	92.0	2	8.0	25	21.9
Over 500	18	100.0	--	--	18	15.8
TOTAL	91		23		114	100.0

or 50 percent, have centralized library collections. As expected, schools in the enrollment category of under 200 student enrollment have the smallest percentage of schools having centralized library collections. Of eight schools in this group of schools, three schools, or 37.5 percent, have centralized library collections.

In summary, it seems that size of the student enrollment is a factor in the percentage of schools having centralized library collections. All schools need centralized library collections. Such a library should meet the curricular needs and interests of the students and teachers.

Table XI shows the location of school libraries not exclusively a centralized library compared according to geographical location. Kano, Kwara and Sokoto States School Systems have about an equal percentage of school libraries located in rooms also used as classrooms. It is interesting to note that one school, or 6.7 percent of the schools, in Kano State School System has its library in the principal's office. Kwara and Niger States School Systems have 4.0 and 18.2 percent, respectively, of their school libraries located in multipurpose rooms.

It must be pointed out that school libraries, like science laboratories, have an important role to play in the teaching-learning process. A school library deserves a separate room of its own. Location of school libraries in rooms also used as classrooms, principal's office or multipurpose rooms will inhibit access to library materials.

Table XI

Location of School Libraries Not Exclusively
Centralized Libraries Compared According
to Geographical Location

Location	Geographical Location									
	Kano N=15		Kwara N=50		Niger N=11		Plateau N=13		Sokoto N=20	
	No.	%	No.	%	No.	%	No.	%	No.	%
Corridor										
Rooms Also Used as Classrooms	2	13.3	6	12.0					2	10.0
Princi- pal's Office	1	6.7								
Multi- purpose Rooms			2	4.0	2	18.2				
Other			2	4.0					4	20.0
TOTAL	3	20.0	10	20.0	2	18.2			6	30.0

Relationship to Public Libraries

School and public libraries are complementary, never supplementary: the school library serves the school; the public library serves the community. As members of both the school and the community, teachers and students deserve the services of both. Since school libraries cannot provide all the necessary materials, the public library can and should complement the school library. The Philadelphia Project with its Action Library stresses the importance of the two agencies finding and establishing all they have in common. Cooperation of 'systems' and 'among' is desirable.¹ ALA and Association for Educational Communications and Technology rightly pointed out that "No element of the educational process needs to be limited by the walls of buildings or organizational demarcations."²

Selected secondary schools in Nigeria were requested to indicate the services that they received from the public or state libraries. Table XII shows the number and percent of schools receiving various kinds of services from the state or public library compared according to geographical location. It is disheartening to note that in spite of the poor conditions of school libraries, most schools received no service from the public library. It is important to note that only three states -- Kano, Kwara and Sokoto -- provided a loan of book collections to some of its schools. Of the three states, Kano has the largest percentage of loans of book collections to school libraries.

Table XII

Number and Percent of Schools Receiving
Various Kinds of Services from the
State or Public Library Compared
According to Geographical Location

Services Provided by State or Public Libraries	Geographical Location									
	Kano		Kwara		Niger		Plateau		Sokoto	
	No.	%	No.	%	No.	%	No.	%	No.	%
Loan book collec- tion to school	2	20.0	4	8.0					2	10.0
Loan individual students books through book- mobile service										
A librarian for the school	6	40.0	2	4.0	3	27.3	3	16.7	10	50.0
Help in book selection for school or library	3	20.0	5	10.0						
TOTAL	12		11		3		3		12	

Of 15 schools in this state, three schools, or 20 percent, indicated loan of a book collection service from the public library. All the state public libraries provided a librarian for the schools. Two states, Kano and Kwara, provided some help in book selection for the school or library. No state provided individual students books through bookmobile service. With the exception of Bende State, none of the states in the country offer bookmobile service. It is outside the scope of this study to stress the importance of bookmobile service, particularly to the people in rural areas. It is sufficient to indicate that in a wide country such as Nigeria, with over 80 percent of its population in rural areas, mobile library service is a 'must.'

Shortages of library personnel in all the states is probably one of the reasons for the poor public or state library services to the schools. Most of the states, particularly those in the study (with the exception probably of Kwara State), have one or at most two qualified or paraprofessional librarians. In the opinion of the writer, the introduction of a library school in the University of Maiduguri, which brings the total number of library schools to three, should have an impact on reducing the acute shortage of library personnel.

Summary of Findings

1. Of 133 inquiry forms mailed to selected secondary schools in Kano, Kwara, Niger, Plateau and Sokoto States of Nigeria, there were 114 usable returns, representing 85.7 percent of the total.

2. Of 114 schools reporting, 78 schools, or 68.4 percent, were boarding only, 32 schools, or 28.1 percent, were boarding and day, and 4 schools, or 3.5 percent, were day only.

3. Of 114 schools in the study, 55 schools, or 48.2 percent, have 301 to 400 student enrollment; 25 schools, or 21.9 percent, have 401-500 student enrollment; 18 schools, or 15.8 percent, have 500 or over student enrollment; 8 schools, or 7 percent, have 201 to 300 student enrollment; and 8 schools, or 7 percent, have under 200 student enrollment.

4. In the five states, the smallest percentage of school personnel that responded to the inquiry form was library assistant.

5. Of 114 schools in the study, 91 schools, or 79.8 percent, have centralized library collections.

6. Most schools in the study received no services from public or state libraries.

An analysis of school library physical facilities and equipment will be presented in Chapter V.

FOOTNOTES TO CHAPTER IV

1. Sullivan, Peggy. "School and public library cooperation." Wisconsin Library Bulletin, Vol. 69, No. 6, November-December 1973, p. 361.

2. American Association of School Librarians, ALA, and Association for Educational Communications and Technology. Media Programs: District and School. Chicago: ALA; Washington, D.C.: Association for Educational Communications and Technology, 1975, p. 10.

CHAPTER V

LIBRARY PHYSICAL FACILITIES AND EQUIPMENT

In Chapter IV, there was a consideration of the types of schools and population in the study. It was found that there were 114 secondary schools providing information for the study. Of 114 schools, 78 schools were boarding only, 32 schools were boarding and day, and four schools were day only. Fifty-five of the schools have student enrollment of 301 to 400, 25 schools have 401 to 500 students, 18 schools have over 500 students, 8 schools have 201 to 300 students, and 8 schools have under 200 student enrollment. Of 114 schools responding, 91 schools have centralized library collections.

It is the purpose of this chapter to present data on library physical facilities and equipment.

Library Physical Facilities and Equipment

The school library should be an attractive facility which children and teachers enjoy using. Space is required in the library for work, storage, exhibit and demonstration areas and conference areas. The size of the school, the kind of other reading facilities within the school, and the kind of library program determine the number and types of areas that will be needed.

Table XIII shows percentages of schools having various additional reading facilities in addition to school library compared according to geographical location. Few schools have study halls, reading rooms or both. Plateau State School System has the largest percentage of schools having study halls. Of 18 schools in this state, two schools, or 11.1 percent, have study halls. Of 20 schools in Sokoto State School System, two schools, or 10 percent, have study halls. Kano State School System has the smallest percentage of schools having study halls. Of 15 schools in this state, one school, or 6.7 percent, has a study hall.

Kano and Plateau States School Systems have about equal percentages of schools having reading rooms. Of 15 schools in Kano State School System, four schools, or 26.7 percent, have reading rooms; of 18 schools in Plateau State School System, five schools, or 27.8 percent, have reading rooms.

Kano and Kwara States School Systems have about equal percentages of schools having study hall and reading rooms. Of 50 schools in Kwara State School System, seven schools, or 14 percent, have study hall and reading rooms. Of 15 schools in Kano State School System, two schools, or 13.3 percent, have study hall and reading rooms. Plateau School System has the smallest percentage of schools having study hall and reading rooms. Of 18 schools in Plateau State School System, one school, or 5.6 percent, has study hall and reading room.

Table XIII
Percentages of Schools Having Various Additional
Reading Facilities in Addition to School Library
Compared According to Geographical Location

Facilities	Geographical Location									
	Kano		Kwara		Niger		Plateau		Sokoto	
	No.	%	No.	%	No.	%	No.	%	No.	%
Study Hall	1	6.7	4	8.0	1	9.1	2	11.1	2	10.0
Reading Room	4	26.7	2	4.0			5	27.8	4	20.0
Study Hall and Reading Room	2	13.3	7	14.0	1	9.1	1	5.6	2	10.0
TOTAL	7		13		2		8		8	

In the professional opinion of the investigator, school libraries, particularly the one single room that is common in many of the schools, should not be used as a study hall. In such situations, there is need for each school to have study halls and reading rooms in addition to the school libraries.

The low number of schools with study halls and/or reading rooms does not justify comparisons of such facilities on type of boarding house facility or student enrollment.

Schools Having a Seating Capacity
of at Least Ten Percent of Enrollment

The school library, being the center of school activities, requires a spacious area at least large enough to enable a whole class to use it. It should be attractively furnished and decorated. Its general atmosphere should be friendly and inviting, with all its materials arranged in such a way as to indicate, "Please use me."

Table XIV shows that according to geographical location, the largest percentage of schools having a seating capacity of at least ten percent of the enrollment was Plateau State School System. Of the 18 schools in this system, 15 schools, or 83.3 percent, had a seating capacity of at least ten percent of the enrollment. Of the 11 schools in Niger State School System, seven schools, or 63.6 percent, had a seating capacity of at least ten percent of the enrollment. Kwara and Kano States School Systems have about equal percentages of schools with a

TABLE XIV

**SCHOOLS HAVING A SEATING CAPACITY OF AT LEAST TEN PERCENT OF ENROLLMENT
COMPARED ACCORDING TO GEOGRAPHICAL LOCATION**

GEOGRAPHICAL LOCATION	SCHOOLS WHICH HAVE SEATING CAPACITY OF AT LEAST 10 PERCENT OF THE ENROLLMENT		SCHOOLS WHICH DO NOT HAVE SEATING CAPACITY OF AT LEAST 10 PERCENT OF THE ENROLLMENT		TOTAL NUMBER OF SCHOOLS REPORTING	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT OF 114
KANO STATE	8	53.3	7	46.7	15	13.2
NWARA STATE	28	56.0	22	44.0	50	43.9
NIGER STATE	7	63.6	4	36.4	11	9.6
PLATEAU STATE	15	83.3	3	16.7	18	15.8
SOKOTO STATE	4	20.0	16	80.0	20	17.5
TOTAL	62		52		114	100%

seating capacity of at least ten percent of the enrollment. The smallest percentage of schools having a seating capacity of at least ten percent of the enrollment was in the Sokoto State School System. Of the 20 schools in the Sokoto State School System, four schools, or 20 percent, had a seating capacity of at least ten percent of the enrollment.

The low percentage of schools with a seating capacity of at least ten percent in Sokoto reflects the expansion of student intake into the existing schools without expanding the school facilities. It must be pointed out that expansion of school intake must correspond with the school facilities if the school academic standards are to be maintained.

Table XV shows schools having a seating capacity of at least ten percent of enrollment compared according to the type of boarding house facility. Schools in day only group of schools have the largest percentage of schools having a seating capacity of at least ten per cent of enrollment compared according to the type of boarding house facility. Of four schools in day only group of schools, three schools, or 75 percent, have a seating capacity of at least ten percent of student enrollment in the library. Of 78 schools in boarding only group of schools, 46 schools, or 59 percent, have seating capacity of at least ten percent of the enrollment. Boarding and day group of schools has the smallest percentage of schools having seating capacity of at least ten percent of the enrollment. Of 32 schools in this

TABLE XV

SCHOOLS HAVING A SEATING CAPACITY OF AT LEAST TEN PERCENT OF ENROLLMENT COMPARED
ACCORDING TO THE TYPE OF BOARDING HOUSE FACILITY

TYPE OF BOARDING HOUSE FACILITY	SCHOOLS WHICH HAVE SEATING CAPACITY OF AT LEAST 10 PERCENT OF THE ENROLLMENT		SCHOOLS WHICH DO NOT HAVE SEATING CAPACITY OF AT LEAST 10 PERCENT OF THE ENROLLMENT		TOTAL NUMBER OF SCHOOLS REPORTING	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT OF 114
BOARDING ONLY	46	59.0	32	41.0	78	68.4
DAY ONLY	3	75.0	1	25.0	4	3.5
BOARDING AND DAY	13	40.6	19	59.4	32	28.1
TOTAL	62		52		114	100%

group of schools, 13 schools, or 40.6 percent, have seating capacity of at least ten percent of the enrollment.

Table XVI shows that according to student enrollment, the largest percentage of schools having a seating capacity of at least ten percent of the enrollment was the enrollment category of 401 to 500 student enrollment. Of the 25 schools in this group, 19 schools, or 76 percent, have a seating capacity of at least ten percent. Of the 55 schools in the 301 to 400 enrollment category, 37 schools or 67.3 percent of the schools have a seating capacity of at least ten percent of the enrollment.

School libraries with a seating capacity of at least ten percent of the enrollment were equally distributed in the under 200 and 201 to 300 student enrollment categories. As expected, schools in the student enrollment category of over 500 have the smallest percentage of schools having a seating capacity of at least ten percent of the enrollment. Of the 18 schools in this category, two schools, or 11.1 percent, have a seating capacity of at least ten percent of the enrollment.

Table XVII shows percentages of schools having various additional facilities provided as part of the library suite, compared according to geographical location. It is important to note the low percentages of the five state school systems in the few types of additional library facilities as part of the library suite. Kano State School System has the largest percentage of schools having reading room as part of the library suite.

TABLE XVI

SCHOOLS HAVING A SEATING CAPACITY OF AT LEAST TEN PERCENT OF ENROLLMENT
COMPARED ACCORDING TO ENROLLMENT

STUDENT ENROLLMENT	SCHOOLS WHICH HAVE SEATING CAPACITY OF AT LEAST 10 PERCENT OF THE ENROLLMENT		SCHOOLS WHICH DO NOT HAVE SEATING CAPACITY OF AT LEAST 10 PERCENT OF THE ENROLLMENT		TOTAL NUMBER OF SCHOOLS REPORTING	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT OF 114
UNDER 200	2	25.0	6	75.0	8	7.0
201 to 300	2	25.0	6	75.0	8	7.0
301 to 400	37	67.3	18	32.7	55	48.3
401 to 500	19	76.0	6	24.0	25	21.9
OVER 500	2	11.1	16	88.9	18	15.8
TOTAL	62		52		114	100%

TABLE XVII

Percentage of Schools Having Various Additional Facilities Provided
as Part of the Library Suite Compared According to Geographical Location

Facilities	G e o g r a p h i c a l L o c a t i o n									
	Kano N=15		Kwara N=50		Niger N=11		Plateau N=18		Sokoto N=20	
	No.	%	No.	%	No.	%	No.	%	No.	%
Reading Room	5	33.3	13	26.0	3	27.3	3	16.7	4	20.0
Conference Room	1	6.7	4	8.0						
Library Classroom	2	13.3	12	24.0	1	9.1	3	16.7		
Exhibit and Demonstration Area	1	6.7	2	4.0	2	18.2	6	33.3	2	10.0
TOTAL	9		31		6		12		6	

Of 15 schools in this state, five schools, or 33.3 percent, have reading room as part of the library suite. Kwara and Niger States School Systems have about equal percentages of schools having reading room as part of the library. Of 50 schools in Kwara State School System, 13 schools, or 26 percent, have reading room as part of the library suite. Of 11 schools in Niger State School System, three schools, or 27.3 percent, have reading room as part of the library suite. Of 20 schools in Sokoto State School System, four schools, or 20 percent, have reading room as part of library suite. Of 18 schools in Plateau State School System, three schools, or 16.7 percent, have reading room as part of the library suite.

It is disheartening to note that of the 114 schools in the study, five schools, or 4.4 percent, have conference room as part of the library suite. Small percentage of schools have library classroom. Of 50 schools in Kwara State School System, 12 schools, or 24 percent, have library classroom as part of the library suite. Of 18 schools in Plateau State School System, three schools, or 16.7 percent, have library classroom as part of the library suite. Plateau State School System has the largest percentage of schools with exhibit and demonstration area. Of 18 schools in this state, six schools, or 33.3 percent, have exhibit and demonstration area as part of the library suite. Of 11 schools in Niger State School System, two schools, or 18.2 percent, have exhibit and demonstration area as part of the library suite.

The low number of schools with reading room, conference room, and exhibit and demonstration area does not justify comparisons of such facilities on type of boarding house facility or student enrollment.

Library Equipment

Card catalogue, charging desk, bulletin board or noticeboard, shelves and magazine racks are some of the chief items of equipment the library needs.

Table XVIII shows school library equipment compared according to geographical location. In the five states' school systems in the study, Niger State School System seems to have the largest percentage of schools with card catalogues. Of 11 schools in this state, eight schools, or 54.5 percent, have card catalogues. Kwara State School System has the smallest percentage of schools having card catalogues. Of 50 schools in this state, 11 schools, or 22 percent, have card catalogues.

Kano State School System has the largest percentage of schools with charging desk. Of 15 schools in this state, ten schools, or 66.7 percent have charging desk. Niger State has the smallest percentage of schools with charging desks. Of 11 schools in this state, three schools, or 27.3 percent, have charging desks.

Like charging desk, Kano State School System has the largest percentage of schools with bulletin board or noticeboard. Of the 15 schools in Kano State School System, nine schools, or

TABLE XVIII
Schools and Their Library Equipment
Compared According to Geographical Location

Library Equipment	G e o g r a p h i c a l L o c a t i o n											
	Kano N=15		Kwara N=50		Niger N=11		Plateau N=18		Sokoto N=20			
	No.	%	No.	%	No.	%	No.	%	No.	%		
Card Catalogue	7	46.7	11	22.0	6	54.5	8	44.4	6	30.0		
Charging Desk	10	66.7	28	56.0	3	27.3	10	55.6	4	20.0		
Bulletin Board or Notice-board	9	60.0	18	36.0	5	45.5	9	50.0	10	50.0		
Shelves	13	86.7	50	100.0	9	81.8	13	72.2	12	60.0		
Magazine Rack	9	60.0	45	90.0	3	27.3	12	66.7	6	30.0		

60 percent, have bulletin boards or noticeboards. Like card catalogue, Kwara State School System has the smallest percentage of schools with bulletin board or noticeboard. Of the 50 schools in Kwara State School System, 18 schools, or 36 percent, have bulletin board or noticeboard.

Unlike card catalogue and bulletin board, Kwara State School System has the largest percentage of schools with shelves. Of 50 schools in Kwara State School System, all 50 have shelves. Sokoto State School System has the smallest percentage of schools with shelves. Of 20 schools in Sokoto State School System, 12 schools, or 60 percent, have shelves.

Like shelves, Kwara State School System has the largest percentage of schools with shelves. Of the 50 schools in the state, 45 schools, or 90 percent, have magazine racks. Niger and Sokoto States School Systems have about equal percentages of schools with magazine racks.

Table XIX shows school library equipment compared according to type of boarding house facility. The percentages of schools with card catalogue in the three types of boarding house facility is small. Of the four schools in day only group of schools, all four have card catalogues. Schools in the boarding only type of schools have the next largest percentage of schools with charging desk. Of the 32 schools in boarding and day group of schools, 13 schools, or 40.6 percent, have charging desk.

Like the charging desk, day only group of schools have the largest percentage of schools with bulletin board or noticeboard and shelves. Boarding and day group of schools have the

TABLE XIX

School Library Equipment Compared
According to Type of Boarding House Facility

<u>Library Equipment</u>	<u>Boarding Only</u>		<u>Day Only</u>		<u>Boarding and Day</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Card Catalogue	29	37.2	1	25.0	8	25.0
Charging Desk	38	48.7	4	100.0	13	40.6
Bulletin Board or Noticeboard	38	48.7	3	75.0	10	31.3
Shelves	63	80.8	4	100.0	30	93.8
Magazine Rack	48	61.5	3	75.0	24	75.0

smallest percentage of schools with bulletin board or noticeboard. Of the 32 schools in this group, ten schools, or 31.3 percent, have bulletin board or noticeboard. On the other hand, boarding only group of schools have the smallest percentage of schools with shelves. Of 78 schools in this group, 63 schools, or 80.8 percent, have shelves.

Day only and boarding and day group of schools have equal percentages of schools with magazine racks. Boarding only group of schools have the smallest percentage of schools with magazine racks.

Table XX shows school library equipment compared according to school enrollment. Schools in the enrollment category of over 500 student enrollment have the largest percentage of schools with card catalogue. Of the 18 schools in this category, 15 schools, or 83.3 percent, have card catalogues. Schools in the enrollment category of under 200 student enrollment have the smallest percentage of schools with card catalogue and charging desk. Of the eight schools in this enrollment category, one school, or 12.5 percent, has card catalogue. Schools in the enrollment category of 301 to 400 have the largest percentage of schools with charging desk. Of the 55 schools in this enrollment category, 32 schools, or 58.2 percent, have charging desks. Schools in the enrollment category of 401 to 500 have the largest percentage of schools with bulletin board or noticeboard. Schools in the enrollment categories of 301 to 400 and over 500 student enrollment have about the same percentage of

TABLE XX

School Library Equipment Compared by School Enrollment

<u>Library Equipment</u>	<u>Under 200</u> N=8		<u>201 to 300</u> N=8		<u>301 to 400</u> N=55		<u>401 to 500</u> N=25		<u>over 500</u> N=18	
	No.	%	No.	%	No.	%	No.	%	No.	%
Card Catalogue	1	12.5	3	37.5	9	29.8	10	40.0	15	83.3
Charging Desk	1	12.5	4	50.0	32	58.2	11	44.0	7	38.9
Bulletin Board or Noticeboard	2	25.0	1	12.5	28	50.9	14	56.0	6	33.3
Shelves	4	50.0	3	37.5	51	92.7	22	88.0	17	94.4
Magazine Rack	2	25.0	5	62.5	34	61.8	18	72.0	15	83.3

schools with shelves. Size of the student population seems to be an important factor in the percentages of schools with book racks. Schools in the enrollment category of over 500 students have the largest percentage. Of the 18 schools in this group, 15 schools, or 83.3 percent, have magazine racks. On the other hand, of the eight schools in the enrollment category of under 200 student enrollment, two schools, or 25 percent, have magazine racks.

Summary of Findings

1. The percentages of schools having study halls and/or reading rooms in addition to the school library was very small.
2. Of 114 schools in the study, 62 schools, or 54.4 percent, have a seating capacity in the library of at least ten percent of enrollment.
3. The percentages of schools having reading room, conference room, and exhibit and demonstration areas was very small.

An analysis of school library personnel will be presented in Chapter VI.

CHAPTER VI

SCHOOL LIBRARY PERSONNEL

Introduction

In Chapter V, the library physical facilities and equipment were discussed. This chapter is concerned with the personnel functioning in school library programs in selected secondary schools in Nigeria.

Provision of a library is not enough. A collection of books and other learning aids becomes a library only when a competent and effective library staff is present.^{1,2} American Association of School Librarians and Association for Educational Communications and Technology described the importance of library personnel as follows:

Realization of the purposes of the library program depends on the quality and extent of the personnel who are employed to implement the library program.³

The importance of library personnel is based on their duties which could be enumerated as follows:

1. Helping teachers locate or design and utilize the wide range of learning resources indicated by learning styles, subject area knowledge, and achievement level of individual students.
2. Helping teachers analyze and categorize materials and activities according to student learning styles and instructional objectives.

3. Offering assistance to teachers in determining how learning alternatives previously developed may be modified to meet present student learning needs.

4. Helping teachers to decide which learning materials must be locally produced and how tasks in this area can be accomplished.

5. Establishing contact with agencies outside the school to obtain a wider range of media services for developing instructional learning alternatives.

6. Giving consultative and technical assistance to students engaged in the design and creation of materials in all formats.

7. Making recommendations of materials which should be obtained for the library collection based on knowledge gained through working cooperation with teachers to develop instructional needs.

8. Helping teachers to evaluate and modify learning alternatives on the basis of feedback gained through observation, interaction with students, and discussion with teachers.

9. Assisting in the field testing of learning alternatives.

10. Helping teachers to systematically organize and schedule media based learning activities which will be part of the instructional unit.⁴

Librarians and Library Assistants

The above duties demand competence in a complexity of skills. Barton rightly indicated that the school community consists of the two elements: a group at the earlier stages of human development -- the learners; and a second group of mature adults who are committed to forms of positive "intervention" in the development process to further the enterprise of education. The environment for the duration of these two elements is the curriculum; and the "matter" of the curriculum is all resources. School librarians need informed support both in teaching situation and for themselves professionally.⁵

Table XXI shows schools with librarian(s) or library assistant(s) compared according to geographical location of schools. Kwara State School System has the largest percentage of schools with library assistants. Of the 50 schools in this state, 38 schools, or 76 percent, have library assistants. Of the 20 schools in Sokoto State School System, 14 schools, or 70 percent, have library assistants. Kano and Niger States School Systems have about the same percentage of schools with library assistants. Plateau State School System has the smallest percentage of schools with library assistants. Of 11 schools in Niger State, six schools, or 54.5 percent, have library assistants.

Table XXII shows schools with librarian(s) or library assistant(s) compared according to type of boarding house facility. Of the three types of boarding house facilities, boarding only

TABLE XXI

SCHOOLS WITH LIBRARIAN(S) OR LIBRARY ASSISTANT(S) COMPARED ACCORDING TO GEOGRAPHICAL LOCATION

GEOGRAPHICAL LOCATION	THERE IS LIBRARIAN OR LIB. ASST IN THE SCHOOL		THERE IS NO LIBRARIAN OR LIB. ASST IN THE SCHOOL		TOTAL NUMBER OF SCHOOLS BELONGING	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
KANSAS STATE	8	53.3	7	46.7	15	13.2
MISSOURI STATE	28	76.0	12	24.0	58	41.9
MINNESOTA STATE	6	54.5	5	45.5	11	9.6
ILLINOIS STATE	6	13.3	12	66.7	18	15.5
SOUTH DAKOTA STATE	14	70.0	6	30.0	20	17.5
TOTAL	72		42		114	100

TABLE XXII

SCHOOLS WITH LIBRARIAN(S) OR LIBRARY ASSISTANT(S) COMPARED
 ACCORDING TO THE TYPE OF BOARDING HOUSE FACILITY

TYPE OF BOARDING HOUSE FACILITY	THERE IS LIBRARIAN(S) OR LIBRARY ASSISTANT(S) IN THE SCHOOL		THERE IS NO LIBRAR- IAN(S) OR LIBRARY ASSIS- TANT(S) IN THE SCHOOL		TOTAL NUMBER OF SCHOOLS REPORTING PERCENT OF 114	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
	BOARDING ONLY	51	65.4	27	34.6	78
DAY ONLY	2	50.0	2	50.0	4	3.5
BOARDING AND DAY	19	59.4	13	40.6	32	28.1
TOTAL	72		42		114	100

group of schools have the largest percentage of library assistants. Of the 78 schools in this group, 51 schools, or 65.4 percent, have library assistants. As expected, boarding and day group of schools have the next largest percentage of schools with library assistants. Of the 32 schools in this group, 19 schools, or 59.4 percent, have a library assistant. Day only group of schools has the smallest percentage of schools with library assistants. Of four schools in this group, two schools, or 50 percent, have library assistants.

Table XXIII shows schools with librarian(s) or library assistant(s) compared according to school enrollment. As expected, schools in this enrollment category of over 500 students have the largest percentage of schools with library assistants. Of 18 schools in this group, 14 schools, or 77.8 percent, have library assistants. Schools in the enrollment category of 301 to 400 have the next largest percentage of schools with library assistants. Of 55 schools in this group, 40 schools, or 72.7 percent, have library assistants. Of the eight schools in the enrollment category of 201 to 300 student enrollment, five schools, or 62.5 percent, have library assistants. Surprisingly, schools in the enrollment category of 401 to 500 student enrollment have poor percentage of schools with library assistants. Of 25 schools in this category, 12 schools, or 48 percent, have library assistants. Of the eight schools in the enrollment category of under 200 student enrollment, one school, or 12.4 percent, has library assistant.

TABLE XXIII
SCHOOLS WITH LIBRARIAN(S) OR LIBRARY ASSISTANT(S) COMPARED
ACCORDING TO SCHOOL ENROLLMENT

SCHOOL ENROLLMENT	THERE IS LIBRARIAN OR LIB. ASS'T IN THE SCHOOL		THERE IS NO LIBRARIAN OR LIB. ASS'T IN THE SCHOOL		TOTAL NUMBERS OF SCHOOLS REPORTING	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT OF 114
UNDER 200	1	12.5	7	87.5	8	7.0
201 TO 300	5	62.5	3	37.5	8	7.0
301 TO 400	40	72.7	15	27.3	55	48.2
401 TO 500	12	48.0	13	52.0	25	21.9
OVER 500	14	77.8	4	22.2	18	15.8
TOTAL	72		42		114	100

Academic Qualifications of Librarians and
Library Assistants

Table XXIV shows academic qualifications of library assistants compared according to geographical location. It is significant to note that the highest qualification of school librarians was West African School Certificate or General Certificate of Education. Kwara and Sokoto States School Systems seem to have an equal percentage of schools with library assistants that have West African School Certificates or General Certificates of Education. Kano, Niger and Plateau States School Systems also have equal percentages of library assistants that have West African School Certificates or General Certificates of Education. Of the eight library assistants in Kano State schools, four library assistants, or 50 percent, have West African School Certificates or General Certificates of Education.

Table XXV shows academic qualifications of school library assistants compared according to type of boarding house facility. Schools in the boarding only and boarding and day groups of schools have about the same percentage of library assistants with West African School Certificates or General Certificates of Education. Of 19 library assistants in boarding and day group of schools, 11 schools, or 57.9 percent, have West African School Certificates or General Certificates of Education. As expected, day only group of schools has the lowest percentage of library assistants with West African School Certificates or General Certificates of Education.

TABLE XXIV

ACADEMIC QUALIFICATIONS OF LIBRARY ASSISTANTS
 COMPARED ACCORDING TO GEOGRAPHICAL LOCATION

Academic Qualifications of Library Assistant	G e o g r a p h i c a l L o c a t i o n									
	Kano N=8		Kwara N=38		Niger N=6		Plateau N=6		Sokoto N=14	
	No.	%	No.	%	No.	%	No.	%	No.	%
W.A.S.C. or G.C.E.	4	50.0	22	57.9	3	50.0	3	50.0	8	57.1
Less than W.A.S.C. or G.C.E.	4	50.0	16	42.1	3	50.0	3	50.0	6	42.9
TOTAL	8	100.0	38	100.0	6	100.0	6	100.0	14	100.0

TABLE XXV

ACADEMIC QUALIFICATIONS OF LIBRARY ASSISTANT COMPARED
ACCORDING TO TYPE OF BOARDING HOUSE FACILITY

ACADEMIC QUALIFICATIONS OF LIBRARY ASSISTANT	TYPE OF BOARDING HOUSE FACILITY					
	BOARDING ONLY N= 51		DAY ONLY N= 2		BOARDING AND DAY N= 19	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
W.A.S.C. of G.C.E.	29	56.9			11	57.9
LESS THAN W.A.S.C. OF G.C.E.	22	43.1	2	100.0	8	42.1
OTHER	-	-	-	-	-	-
TOTAL	51	100%	2	100%	19	100%

Table XXVI shows academic qualifications of library assistants compared according to school enrollment. Schools in the enrollment category of over 500 students have the largest percentage of library assistants having West African School Certificates or General Certificates of Education. Of 14 library assistants in this group of schools, ten library assistants, or 71.4 percent, have West African School Certificates or General Certificates of Education. Schools in the enrollment category of 301 to 400 have the next largest percentage of library assistants having West African School Certificates or General Certificates of Education. Of 40 library assistants in this group of schools, 24 library assistants, or 60 percent, have West African School Certificates or General Certificates of Education. Of five library assistants in schools in enrollment category of 201 to 300 students, two library assistants, or 40 percent, have West African School Certificates or General Certificates of Education. Of 12 library assistants in schools of enrollment category of 401 to 500 students, four library assistants, or 33.3 percent, have West African School Certificates or General Certificates of Education.

It seems to the author that size of a school or student enrollment was not a factor in the academic qualifications of the school library assistant.

TABLE XXVI
**ACADEMIC QUALIFICATIONS OF LIBRARY ASSISTANTS
 COMPARED ACCORDING TO SCHOOL ENROLLMENT**

Academic Qualifications of Library Assistant	S c h o o l					E n r o l l m e n t			
	Under 200 N=1	201 to 300 N=5	301 to 400 N=40	401 to 500 N=12	Over 500 N=14	No.	%	No.	%
W.A.S.C. or G.C.E.	--	2	24	4	10	40.0	60.0	33.3	71.4
Less than W.A.S.C. or G.C.E.	1	3	16	8	4	100.0	40.0	66.7	28.6
TOTAL	1	5	40	12	14	100.0	100.0	100.0	100.0

Training of the Library Personnel

Library administration is a technique demanding specialized knowledge, and the professional librarian gains his qualifications through examinations demanding high literary and technical standards.

In a study of selected secondary school librarians in Nigeria, school librarians were asked to indicate the institution that organized library training courses they attended. It was discovered that the school librarians either have no training in library science or, if they do, this training was in the form of apprenticeship in public libraries.

Table XXVII shows librarian or library assistant with any form of library training compared according to geographical location. Kano State School System seems to be doing a good job. Of eight school librarians in this state school system, all eight librarians have some training in library science. Niger State School System has the next largest percentage of school librarians having some training in library science. Of six school librarians in this state, five librarians, or 83.3 percent, have some training in library science. Sokoto State School System has the next largest percentage of school librarians having some training in library science. Of 14 school librarians in this state, eight librarians, or 57.1 percent, have some training in library science. Kwara and Plateau States School Systems need to improve greatly. Of 38 school librarians in Kwara State School System,

TABLE XXVII

LIBRARIANS WHO RECEIVED ANY FORM OF LIBRARY TRAINING
 COMPARED ACCORDING TO GEOGRAPHICAL LOCATION

States	Librarian or Library Assistant Received Some Library Science Training		Librarian or Library Assistant Received No Library Science Training		Total Percentage	
	No.	%	No.	%	No.	%
Kano	8	100.0	--	—	8	11.1
Kwara	10	26.3	28	73.7	38	52.8
Niger	5	83.3	1	16.7	6	8.3
Plateau	--	--	6	100.0	6	8.3
Sokoto	8	57.1	6	42.9	14	19.4
TOTAL	31		41		72	

ten librarians, or 26.3 percent, have some training in library science. Plateau State School System has the smallest percentage of school librarians having any form of training in library science. Of six school librarians in Plateau State School System, no librarian has any training in library operations.

Table XXVIII shows librarian or library assistant with any form of library training compared according to type of boarding house facility. The percentage of librarians with any form of library training was low in the three categories. Surprisingly day only type of schools have the largest percentage of librarians with library training. Of two librarians in this group, one librarian, or 50 percent, had some training in library operations. Of 51 librarians in boarding only type of schools, 23 librarians, or 45.1 percent, received some training in library operations. Librarians in boarding and day type of schools has the smallest percentage of librarians with training in library operations. Of 19 librarians in this group, seven librarians, or 36.8 percent, received some training in library operations.

Table XXIX shows librarian or library assistant with any form of library training compared according to school enrollment. It is interesting to note that all the six librarians in schools with student enrollment categories of under 200 and 201 to 300 received no formal training in library operations. Librarians in schools of student enrollment category of 301 to 400 have the largest percentage of librarians with formal training in library operations. Of 40 librarians in this category, 20 li-

TABLE XXVIII

LIBRARIAN OR LIBRARY ASSISTANT WITH ANY FORM OF LIBRARY TRAINING COMPARED
ACCORDING TO TYPE OF BOARDING HOUSE FACILITY

TYPE OF BOARDING HOUSE FACILITY	LIBRARIAN OR LIBRARY ASSISTANT REC'D SOME TRAINING IN LIB. SCIENCE		LIBRARIAN OR LIBRARY ASSISTANT REC'D NO LIBRARY TRAINING AT ALL		TOTAL NUMBER OF SCHOOLS REPORTING	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT (% '72)
BOARDING ONLY	23	45.1	26	54.9	51	70.8
DAY ONLY	1	50.0	1	50.0	2	2.6
BOARDING AND DAY	7	36.8	12	63.2	19	26.4
TOTAL	31		41		72	100%

TABLE XXIX
 LIBRARIAN OR LIBRARY ASSISTANT WITH ANY FORM OF LIBRARY TRAINING
 COMPARED ACCORDING TO SCHOOL ENROLLMENT

SCHOOL ENROLLMENT	LIBRARIAN OR LIBRARY ASST RECEIVED SOME TRAINING IN LIBRARY SUBJECT		LIBRARIAN OR LIBRARY ASSISTANT RECEIVED NO LIBRARY TRAINING AT ALL		TOTAL NO. OF SCHOOLS REPORTING	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
UNDER 200			1	100.0	1	1.4 of 72
201 TO 300			5	100.0	5	6.9
301 TO 400	20	50.0	20	50.0	40	55.6
401 TO 500	5	41.7	7	58.3	12	16.7
OVER 500	6	42.9	8	57.1	14	19.4
TOTAL	31		41		72	100%

brarians, or 50 percent, received some training in library operations. Librarians in schools of student enrollment categories of 401 to 500 and over 500 have about the same percentage of librarians with some training in library operations. Of 12 librarians in schools of enrollment category 401 to 500 student enrollment, five librarians, or 41.7 percent, were trained in library operations. Of 14 librarians in schools of over 500 student enrollment, six librarians, or 42.9 percent, received some training in library operations.

Table XXX shows experience of library assistants in library or teaching positions compared according to geographical location of schools. Most librarians have less than one year experience in library and/or teaching positions. Kano State School System has the largest percentage of school librarians with less than one year's experience in library and/or teaching positions. It is interesting to note that Kano also has the largest percentage of librarians of more than three years' experience in library or teaching positions. Of 14 librarians in Sokoto State School System, eight librarians, or 57.1 percent, have less than one year's experience in library and/or teaching positions. Niger and Plateau States School Systems have equal percentages of school librarians with less than one year's experience in library and/or teaching positions. Of six librarians in Niger State School System, three librarians, or 50 percent, have less than one year's experience.

TABLE XXX

EXPERIENCE OF LIBRARY ASSISTANT IN
LIBRARY OR TEACHING POSITION COMPARED ACCORDING TO
GEOGRAPHICAL LOCATION OF SCHOOLS

RANGE OF YEARS OF EXPERIENCE	GEOGRAPHICAL LOCATION											
	KANO STATE No. 8		KWARA STATE No. 38		NIGER STATE No. 6		PLATEAU STATE No. 6		SOKOTO STATE No. 14			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT		
LESS THAN 1 YEAR	5	62.5	16	42.1	3	50.0	3	50.0	6	57.1		
1 TO 2 YEARS			4	10.5	1	16.7	1	16.7	4	28.6		
2 TO 3 YEARS			8	21.1	2	33.3	2	33.3	2	14.3		
MORE THAN 3 YEARS	3	37.5	10	26.1	-	-	-	-	-	-		
TOTAL	8	100%	38	100%	6	100%	6	100%	14	100%		

Table XXXI shows experience of library assistants in library or teaching positions compared according to type of boarding house facility. The percentages of librarians with less than one year's experience in library or teaching positions were large in the three categories. Boarding and day type of schools has the largest percentage of librarians with less than one year's experience in library or teaching position. Of 19 school librarians in this group, 14 librarians, or 73.7 percent, have librarians with less than one year's experience in library or teaching positions. As expected, boarding only type of schools has the smallest percentage of librarians with less than one year's experience in library or teaching positions.

Table XXXII shows experience of library assistants in library or teaching positions compared according to school enrollment. Size of the school enrollment seems to be a factor in the percentage of librarians with less than one year's experience in library or teaching positions. Of six librarians in schools of enrollment categories of under 200 and 201 to 300, all six librarians have less than one year's experience in library or teaching positions. Of 40 librarians in schools of student enrollment category of 301 to 400, 22 librarians, or 55 percent, have less than one year's experience in library or teaching positions. Schools in the enrollment category of over 500 student enrollment have the smallest percentage of librarians with less than one year's experience in library or teaching po-

TABLE XXXI

EXPERIENCES OF LIBRARY ASSISTANT IN LIBRARY OR TEACHING POSITION
 COMPARED ACCORDING TO TYPE OF BOARDING HOUSE FACILITY

RANGE OF YEARS OF EXPERIENCE	TYPE OF BOARDING HOUSE FACILITY					
	BOARDING ONLY N=51		DAY ONLY N=2		BOARDING AND DAY N=29	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
LESS THAN 1 YEAR	20	39.2	1	50.0	14	73.7
1 TO 2 YEARS	9	17.6			1	5.3
2 TO 3 YEARS	12	23.5			2	10.5
MORE THAN 3 YEARS	10	19.6	1	50.0	2	10.5
TOTAL	51	100%	2	100%	19	100%

TABLE XXXII

EXPERIENCES OF LIBRARY ASSISTANT IN LIBRARY OR TEACHING POSITION
COMPARED ACCORDING TO SCHOOL ENROLLMENT

LENGTH OF YEARS OF EXPERIENCE	ENROLLMENT											
	UNDER 200 N=1		201 TO 300 N=10		301 TO 400 N=10		401 TO 500 N=17		OVER 500 N=14			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT		
LESS THAN 1 YEAR	1	100.0	5	100.0	22	55.0	4	33.3	3	21.4		
1 TO 2 YEARS					3	7.5	2	16.7	5	35.7		
2 TO 3 YEARS					9	22.5	4	31.3	1	7.1		
MORE THAN 3 YEARS					6	15.0	2	16.7	5	35.7		
TOTAL	1	100%	5	100%	40	100%	12	100%	14	100%		

sitions. It is interesting to note also that schools in the enrollment category of over 500 student enrollment have the largest percentage of librarians with over three years' experience in library or teaching positions. Of 40 librarians in schools of enrollment category of 301 to 400, six librarians, or 15 percent, have more than three years' experience in library or teaching positions.

Table XXXIII shows librarians in various years of service in present position compared according to geographical location of schools. As expected, the percentages of librarians with less than one year's service in the present job was large. Of 14 librarians in Sokoto State School System, ten librarians, or 71.4 percent, have put less than one year of service into the present position. Kwara State School System has the smallest percentage of librarians with less than one year's service in the present position. Of 38 librarians in Kwara State School System, 16 librarians, or 42.1 percent, have put less than one year's service into the present position. Kano State School System has the largest percentage of librarians with more than three years' service in their present positions. Of eight librarians in Kano State School System, two librarians, or 25 percent, have put more than three years of service into their present positions. Niger, Plateau, and Sokoto States School Systems have the smallest percentage of librarians with more than three years' service in their present positions.

TABLE XXXIII

LIBRARIANS IN VARIOUS YEARS OF SERVICE IN
PRESENT POSITION COMPARED ACCORDING TO GEOGRAPHICAL
LOCATION OF SCHOOLS

LENGTH OF SERVICE IN THE PRESENT POSITION	GEOGRAPHICAL LOCATION											
	KANO STATE N=8		KWARA STATE N=34		HIGH STATE N=6		PLATEAU STATE N=6		SONGHO STATE N=14			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
LESS THAN 1 YEAR	5	62.5	15	42.1	4	66.7	3	50.0	10	71.4		
1 TO 2 YEARS	-		6	15.8	1	16.7	1	16.7	4	28.6		
2 TO 3 YEARS	1	12.5	4	21.1	2	33.3	2	33.3				
MORE THAN 3 YEARS	2	25.0	8	23.1								
TOTAL	8	100%	34	100%	6	100%	6	100%	14	100%		

Table XXXIV shows librarians in various years of service in present positions compared according to type of boarding house facility. As expected, boarding only type of schools has the smallest percentage of librarians with less than one year's service in the present position. Of 10 librarians in boarding and day group of schools, 16 librarians, or 84.2 percent, have less than one year's service in their present positions. Of two librarians in day only type of schools, one librarian, or 50 percent, has less than one year of service in the present position. It is interesting to note that day only type of schools has the largest percentage of librarians with more than three years' service in their present positions. Of 51 librarians in boarding type group of schools, nine librarians, or 17.6 percent, have put in more than three years of service in their present positions.

Table XXXV shows librarians in various years of service in present position compared according to school enrollment. As expected, librarians in schools in the enrollment category of over 500 student enrollment have the smallest percentage of librarians with less than one year in their present positions. It is interesting to note also that librarians in schools of over 500 student enrollment category have the largest percentage of librarians with more than three years of service in the present position. On the other hand, librarians in the schools of student enrollment categories of under 200 and 201 to 300 have the largest percentage of librarians with less than one year of

TABLE XXIV

LIBRARIANS IN VARIOUS YEARS OF SERVICE IN PRESENT POSITION COMPARED
ACCORDING TO THE TYPE OF BOARDING HOUSE FACILITY

LENGTH OF SERVICE IN THE PRESENT POSITION	TYPE OF BOARDING HOUSE FACILITY					
	BOARDING ONLY N= 51		DAY ONLY N= 2		BOARDING AND DAY N= 19	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
LESS THAN 1 YEAR	21	41.2	1	50.0	16	84.2
1 to 2 YEARS	9	17.6			3	15.8
2 to 3 YEARS	12	23.5				
MORE THAN 3 YEARS	9	17.6	1	50.0		
TOTAL	51	100%	2	100%	19	100%

TABLE XXXV

LIBRARIANS IN VARIOUS YEARS OF SERVICE IN PRESENT POSITION
 COMPARED ACCORDING TO SCHOOL ENROLLMENT

LENGTH OF SERVICE IN THE PRESENT POSITION	ENROLLMENT											
	UNDER 200 N=1		201 TO 300 N=5		301 TO 400 N=20		401 TO 500 N=12		OVER 500 N=4			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
LESS THAN 1 YEAR	1	100.0	5	100.0	22	55.0	6	50.0	4	24.6		
1 TO 2 YEARS					6	15.0	2	16.7	4	24.6		
2 TO 3 YEARS					8	20.0	3	25.0	1	7.1		
MORE THAN 3 YEARS					4	10.0	1	8.3	5	31.7		
TOTAL	1	100%	5	100%	40	100%	12	100%	14	100%		

service in their present positions. Of the 40 librarians in schools of student enrollment category of 301 to 400, 22 librarians, or 55 percent, have less than one year of service in their present positions. Of 12 librarians in schools of student enrollment category of 401 to 500, six librarians, or 50 percent, have less than one year of service in their present positions.

Professional Growth

No librarian can operate in a vacuum. One must read professional literature and attend professional meetings in order to be aware of what is going on in the profession, to share ideas with others. One should also take advantage of any workshops or courses offered by state libraries, ministries of education, polytechnics and universities which will fill the gaps in one's training. The scope of a school library program must be expanded or altered to meet changing concepts. This cannot be done alone, however; one must keep up to date with philosophy, practices, and products. Membership in a professional organization is a must.⁶

In a study of selected secondary school libraries in Nigeria, school librarians were asked to indicate their professional association with the Nigerian Library Association. Table XXXVI shows professional association membership of school librarians compared according to geographical location. It is surprising to note that a small percentage of school librarians were mem-

TABLE XXXVI
 PROFESSIONAL ASSOCIATION MEMBERSHIP OF SCHOOL LIBRARIANS
 COMPARED ACCORDING TO GEOGRAPHICAL LOCATION

States	School Librarian Is Member of Nigerian Library Association		School Librarian Is Not Member of Nigerian Library Association		Total Number Schools Reporting	
	No.	%	No.	%	No.	%
Kano	3	37.5	5	62.5	8	100.0
Kwara	6	15.8	32	84.2	38	100.0
Niger	-		6	100.0	6	100.0
Plateau	1	16.7	5	83.3	6	100.0
Sokoto	-		14	100.0	14	100.00
TOTAL	10		62		72	

bers of the Nigerian Library Association. Librarians in Sokoto and Niger States School Systems have no librarian with membership in Nigerian Library Association. Of eight librarians in the Kano State School System, three librarians, or 37.5 percent, were members of the Nigerian Library Association. Of 38 school librarians in Kwara State School System, six librarians, or 15.8 percent, were members of the Nigerian Library Association.

Teacher-Librarians

Opinion varies as to the place or role of teacher-librarians in the school library. For the school library service to play an integral part in the educational services of any school system, it is essential that it be staffed with all appropriate levels of educational personnel--advisory, administrative and academic--as well as with the pupils themselves. School library service staff should be able to offer and interpret the library and information services available to meet the needs of all the above categories.⁷ It seems to the author that from the data analyzed on school librarians above, the organization of most primary and secondary school libraries in Nigeria, unlike Britain, the United States, and Canada, is in the hands of teacher-librarians. Nigerian schools will continue to live with teacher-librarians in the organization and administration of school libraries for some time. The above reasons were the rationale behind the questions set on teacher-librarians.

Table XXXVII shows school subject(s) which the teacher-librarians teach compared according to the geographical location of schools. The largest percentage of teacher-librarians teach English. The next largest percentage of teachers probably teach history. Of 12 teacher-librarians in Sokoto State School System, six teacher-librarians, or 50 percent, teach English. Kano, Niger and Plateau States School Systems have about equal percentages of teacher-librarians who teach English. It is interesting to note that a small percentage of teacher-librarians teach science subjects. Other school subjects taught by teacher-librarians include French language, religious studies, and physical education.

Table XXXVIII shows the school subject(s) taught by teacher-librarians compared according to the type of boarding house facility. As expected, the largest percentage of teacher-librarians teach English as a school subject. Teacher-librarians in day only group of schools have the largest percentage of teacher-librarians who teach English as a subject. Of four teacher-librarians in day only group of schools, two teacher-librarians, or 50 percent, teach English as a school subject. Boarding and day group of schools has the smallest percentage of teacher-librarians who teach English as a school subject. Of 20 teacher-librarians in this group of schools, eight teacher-librarians, or 27.6 percent, teach English as a school subject.

TABLE XXVII
 SCHOOL SUBJECTS (6) TAUGHT BY LIBRARIANS
 TEACHES COMPARED ACCORDING TO THE
 GEOGRAPHICAL LOCATION OF SCHOOLS

SUBJECT (6) TEACHER-LIBRARIAN TEACHES	GEOGRAPHICAL LOCATION											
	KANSAS STATE N=11		MISSOURI STATE N=10		ILLINOIS STATE N=10		IOWA STATE N=12		SOUTH DAKOTA N=12		SOUTH CAROLINA N=12	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
ENGLISH	5	45.5	12	30.0	4	40.0	5	41.7	6	50.0	5	41.7
HISTORY	1	9.1	3	25.0	3	30.0	2	16.7	3	25.0	3	25.0
GEOGRAPHIC	3	27.3	6	15.0			1	8.3				
SCIENCE			4	10.0	3	30.0	3	25.0	2	16.7		
ARTS	2	18.2	6	20.0			1	8.3	1	8.3		
TOTAL	11	100%	40	100%	10	100%	12	100%	12	100%	12	100%

TABLE XXXVIII

SCHOOL SUBJECT(S) TEACHER-LIBRARIAN TEACHES COMPARED
ACCORDING TO THE TYPE OF BOARDING HOUSE FACILITY

SUBJECT(S) TEACHER- LIBRARIAN TEACHES	TYPE OF BOARDING HOUSE FACILITY					
	BOARDING ONLY N=52		DAY ONLY N=4		BOARDING AND DAY N=29	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
ENGLISH	22	42.3	2	50.0	8	27.6
HISTORY	13	25.0	2	50.0	4	13.8
GEOGRAPHY	5	9.6			5	17.2
SCIENCE	7	13.5			5	17.2
OTHER	5	9.6			7	24.1
TOTAL	52	100%	4	100%	29	100%

Table XXXIX shows school subject(s) that teacher-librarians teach compared according to school enrollment. It is interesting to note that the smallest percentage of teacher-librarians who teach English were in schools of student enrollment category of 401 to 500. Schools of enrollment category of 201 to 300 student enrollment have the largest percentage of teacher-librarians who teach English as a school subject. Of two teacher-librarians in this group of schools, both teach English as a school subject.

In summary, the subject(s) which teacher-librarians teach seems to be less important than the willingness of the teacher-librarian to perform library duties. Another important factor is the teacher-librarian human relations.

Table XL shows qualifications of teacher-librarians compared according to the geographical location of schools. In the five state school systems, the percentages of teacher-librarians with university degrees and teaching qualifications is small. Niger State School System has the largest percentage of teacher-librarians with university degrees and teaching qualifications. The largest percentage of teacher-librarians were Nigerian Certificate of Education holders. A sizeable percentage of teacher-librarians have a university degree without teaching qualification. Other qualifications which teacher-librarians have include Higher School Certificates and Higher Elementary Teachers' Training Certificates.

TABLE XXIX

SCHOOL SUBJECT(S) TEACHER-LIBRARIAN TEACHERS
 COMPARED ACCORDING TO SCHOOL EMPLOYMENT

SUBJECT(S) TEACHER- LIBRARIAN TEACHERS	UNDER 200 N-7		201 TO 300 N-2		SCHOOL EMPLOYMENT 301 TO 400 N-43		401 TO 500 N-33		OVER 500 N-20	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
ENGLISH	5	42.9	2	100.0	16	37.2	7	15.4	9	45.0
HISTORY	3	28.5			6	14.0	3	23.1	8	40.0
GEOGRAPHY	1	14.3			9	20.9				
SCIENCE	1	14.3			7	16.3	3	23.1	1	5.0
OTHER					5	11.6	5	38.5	2	10.0
TOTAL	7	100%	2	100%	43	100%	33	100%	20	100%

It seems to the author that shortages of university graduates with teaching qualifications in many states are responsible for the small percentage of teacher-librarians with such qualifications. Another possible reason is the reluctance of many teachers with a university degree and teaching qualifications to accept teacher-librarians' positions. The second reason is more likely to be correct because when the teacher-librarians were asked to indicate their reward for library duties, they reported that there was no special reward for acting as teacher-librarian -- "extra-curricular" activities, as many teacher-librarians called it. School library service demands a lot of planning and time. Teacher-librarians should therefore be given a lighter teaching load in order to compensate for their library duties.

Table XLI shows qualifications of teacher-librarians compared according to the type of boarding house facility. As expected, the largest percentage of teacher-librarians having university degrees and teaching qualifications are in the boarding only group of schools. Of 52 teacher-librarians in this group of schools, 21 teacher-librarians, or 40.4 percent, have a university degree with teaching qualifications. Of 20 teacher-librarians in boarding and day group of schools, five teachers, or 17.2 percent, have a university degree with teaching qualifications. No teacher-librarians in the day only group of schools has a university degree with teaching qualifications.

TABLE XI

QUALIFICATIONS OF TEACHER-LIBRARIAN COMPARED
ACCORDING TO THE TYPE OF BOARDING HOUSE FACILITY

QUALIFICATIONS OF TEACHER-LIBRARIAN	TYPE OF BOARDING HOUSE FACILITY					
	BOARDING ONLY N=52		DAY ONLY N=4		BOARDING AND DAY N=29	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
B.A. OR B.S.C. WITH TEACHING QUALIFICATIONS	21	40.4			5	17.2
B.A. OR B.S.C. WITHOUT TEACHING QUALIFICATIONS	3	5.8	2	50.0	14	48.3
N.C.E.	17	32.7			7	24.1
OTHER	11	21.2	2	50.0	3	10.3
TOTAL	52	100%	4	100%	29	100%

Table XLII shows qualifications of teacher-librarians compared according to school enrollment. Size of the student enrollment seems not to be an important factor in the percentages of teacher-librarians with a university degree and teaching qualifications. Schools in the student enrollment category of 301 to 400 have the largest percentage of teacher-librarians who have university degrees with teaching qualifications. Of 43 teacher-librarians in this group of schools, 18 teachers, or 41.9 percent, have university degrees with teaching qualifications.

In summary, all things being equal, teachers with a university degree plus teaching qualifications seem to be more qualified for teacher-librarian positions. Other factors such as experience of the teacher in teaching and/or library work are also important.

Table XLIII shows experience of teacher-librarians in teaching and/or library work compared according to geographical location of schools. Kano State School System has the largest percentage of teacher-librarians with less than one year's experience in teaching and/or library work. Of 11 teacher-librarians in Kano State, five teachers, or 45.5 percent, have less than one year's experience. Of ten teacher-librarians in Niger State, three teacher-librarians, or 30 percent, have less than one year's experience in teaching and/or library work. Kwara and Plateau States School Systems have about equal percentages of teacher-librarians with less than one year's experience. Sokoto State School System has the smallest percentage of teacher-

TABLE XLII

QUALIFICATIONS OF TEACHER - LIBRARIAN COMPARED
ACCORDING TO SCHOOL ENROLLMENT

QUALIFICATIONS OF TEACHER-LIBRARIAN	ENROLLMENT											
	UNDER 200 N=3		201 TO 300 N=7		301 TO 400 N=11		401 TO 500 N=11		OVER 500 N=20		TOTAL	PERCENT
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT		
B.A. OR B.S.C. W/ TEACHING QUALITIES	2	28.6			14	31.0	2	18.2	4	20.0	20	100.0
B.A. OR B.S.C. W/O TEACHING QUALITIES	2	28.6	2	100.0	8	18.2	3	27.3	4	20.0	17	85.0
B.C.E.	2	28.6			6	14.0	5	45.5	11	55.0	24	120.0
OTHER	1	14.3			11	25.0	1	9.1	2	10.0	14	70.0
TOTAL	7	100%	7	100	43	100%	13	100%	20	100%	87	100%

TABLE XLIII
EXPERIENCES OF TEACHER-LIBRARIANS
IN TEACHING AND/OR LIBRARY WORK COMPARED
ACCORDING TO GEOGRAPHICAL LOCATION OF SCHOOLS

RANGE OF YEARS OF EXPERIENCE	GEOGRAPHICAL LOCATION									
	PAGO STATE N-11		EMAPA STATE M-40		METER STATE N-10		PLATEAU STATE N-12		SONGOS STATE N-12	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
LESS THAN 1 YEAR	5	15.5	11	27.5	3	10.0	1	15.0	1	10.0
1 TO 2 YEARS	3	10.2	6	15.0	1	10.0	3	45.0	3	30.0
2 TO 3 YEARS	1	3.1	9	22.5	1	10.0	2	30.0	2	20.0
MORE THAN 3 YEARS	3	9.3	14	35.0	5	50.0	7	105.0	6	60.0
TOTAL	11	100%	40	100%	10	100%	12	100%	17	100%

librarians with more than three years' experience in teaching and/or library positions. Of 12 teacher-librarians in Sokoto State School System, six teacher-librarians, or 50 percent, have more than three years' experience. Kwara State School System has the smallest percentage of teacher-librarians with more than three years' experience in teaching and/or library positions. Of 40 teacher-librarians in Kwara State, 14 teacher-librarians, or 35 percent, have more than three years' experience in teaching and/or library positions.

Table XLIV shows experiences of teacher-librarians in teaching and/or library work compared according to the type of boarding house facility. Boarding and day group of schools has the largest percentage of teacher-librarians with less than one year of teaching and/or library work experience. Of 29 teacher-librarians in boarding and day group of schools, nine teacher-librarians, or 31 percent, have less than one year's experience. Of 52 teacher-librarians in the boarding only group of schools, 15 teacher-librarians, or 28.8 percent, have less than one year's experience in teaching and/or library positions. Surprisingly, teacher-librarians in the day only group of schools have the largest percentage of teacher-librarians having more than three years' experience in teaching and/or library positions. Teacher-librarians in the boarding only group of schools have the next largest percentage of teacher-librarians with more than three years' experience. Of 52 teacher-librarians in the boarding only group of schools, 22 teacher-librarians, or 42.3 percent, have

TABLE XLIV

EXPERIENCES OF TEACHER-LIBRARIAN IN TEACHING AND/OR LIBRARY WORK
 COMPARED ACCORDING TO THE TYPE OF BOARDING HOUSE FACILITY

RANGE OF YEARS OF EXPERIENCE	TYPE OF BOARDING HOUSE FACILITY					
	BOARDING ONLY N=52		DAY ONLY N=4		BOARDING AND DAY N=29	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
LESS THAN 1 YEAR	15	28.8			9	31.0
1 TO 2 YEARS	7	13.5	2	50.0	5	17.2
2 TO 3 YEARS	8	15.4			9	31.0
MORE THAN 3 YEARS	22	42.3	2	50.0	6	20.7
TOTAL	52	100%	4	100%	29	100%

more than three years' experience in teaching and/or library positions. Boarding and day only group of schools has the smallest percentage of teacher-librarians with more than three years' experience. Of 29 teacher-librarians in boarding and day group of schools, six teacher-librarians, or 20.7 percent, have more than three years' experience in teaching and/or library positions.

Table XLV shows experience of teacher-librarians in teaching and/or library work compared according to school enrollment. It seems as if size of the student enrollment is an important factor in the percentages of teacher-librarians having less than one year of experience in teaching and/or library work. As expected, schools in the over 500 student enrollment category have the smallest percentage of teacher-librarians with less than three years' experience in teaching and/or library work. Of 20 teacher-librarians in this group, three teacher-librarians, or 15 percent, have less than one year's experience in teaching and/or library work. It is interesting to note that teacher-librarians in schools of over 500 student enrollment have the largest percentage of teacher-librarians having more than three years' experience in teaching and/or library work. An experienced teacher may be more suitable for teacher-librarian position.

Other characteristics of teacher-librarians which the study attempted to cover include the time when teacher-librarians

TABLE XLV

EXPERIENCE OF TEACHER - LIBRARIAN IN TEACHING AND/OR LIBRARIAN WORK COMPARED ACCORDING TO SCHOOL ENROLLMENT

RANGE OF YEARS OF EXPERIENCE	ENROLLMENT									
	UNDER 100 N=7		201 TO 300 N=2		301 TO 400 N=13		401 TO 500 N=13		OVER 500 N=10	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
LESS THAN 1 YEAR	4	57.1	2	100.0	12	77.9	3	23.1	3	15.0
1 TO 2 YEARS					7	16.3	2	15.4	5	25.0
2 TO 3 YEARS	2	28.5			10	23.3	3	23.1	7	35.0
MORE THAN 3 YEARS	1	14.3			14	32.6	5	38.5	10	50.0
TOTAL	7	100%	2	100%	43	100%	13	100%	20	100%

assumed their positions in the present school. It was discovered that, with few exceptions, all teacher-librarians have less than one year's experience in their present positions as teacher-librarians. On the question of in-service library courses which teacher-librarians have attended, it was discovered that of 85 teacher-librarians in the study, two teacher-librarians, or 2.4 percent, have attended in-service training. As expected, these two teacher-librarians received their in-service training in Britain. It is the hope of the author that within a short time, the three library schools shall be able to offer in-service library courses for teacher-librarians.

Summary

In summary, the status of school library personnel in selected secondary schools in Nigeria is disheartening. Many secondary schools have no librarian or teacher-librarian. In a few schools where someone is assigned to the job of school library organization and administration, no effort has been made to train such people.

FOOTNOTES TO CHAPTER VI

1. State of Indiana, Department of Public Instruction. The Elementary School Library Program, Indiana Bulletin No. 150, 1965, p. 73.

2. Burton, C. T., "Quality Libraries: A Must for Quality Education," School Media Quarterly, Vol. 4, No. 1, Fall 1975, pp. 37-42.

3. Aaron, S. L., "Personalizing Instruction for the Middle School Learner - The Instructional Role of the School Media Specialist," School Library Media Section, Florida State, Department of Education, August 27, 1975.

4. A.L.A. and Association of Educational Communications and Technology, op. cit., p. 21.

5. Barton, Griselda, "Teacher-Librarian or Librarian-Teacher? It's a Question of the Skills Needed for Dynamic Provision and Organization of Resources," Library Association Record, Vol. 78, No. 3, March 1976, pp. 110-111.

6. Nickel, M. L., op. cit., pp. 95-96.

7. The Library Association, School Library Resource Centers; Recommended Standards for Policy and Provision, London, 1970, reprinted August 1972, p. 8.

CHAPTER VII

LIBRARY ADMINISTRATION AND ORGANIZATION

Introduction

In Chapter VI, school library personnel, their qualifications, training and experience were discussed. This chapter is concerned with school library administration and organization in selected secondary schools in Nigeria.

Inventory of Library Collections

The purpose of inventory is to determine whether or not all the library materials which should be in the collection are indeed there. In a study of school library resources in selected secondary schools in Nigeria, respondents were asked to indicate whether they regularly have inventoried the school library collection. Table XLVI shows inventory of library collections compared according to geographical location. It is interesting to note that not all schools have regular inventory of library collections. Kano State School System has the largest percentage of schools with regular inventory of library collections. Of 15 schools in Kano State School System, 11 schools, or 73.3 percent, have regular inventory of library collections. Plateau, Sokoto and Niger States School Systems have about equal percentages of schools with regular inventory of library collec-

TABLE XLVI
 INVENTORY OF LIBRARY COLLECTIONS COMPARED
 ACCORDING TO GEOGRAPHICAL LOCATION

GEOGRAPHICAL LOCATION	HAVE REGULAR INVENTORY OF LIBRARY COLLECTIONS		DO NOT HAVE REGULAR INVENTORY OF LIBRARY COLLECTIONS		TOTAL NUMBER OF SCHOOLS REPORTING	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT OF 114
KANO STATE	11	73.3	4	26.7	15	13.2
KWARA STATE	26	52.0	24	48.0	50	43.9
NIGER STATE	7	63.6	4	36.4	11	9.6
PLATEAU STATE	12	66.7	6	33.3	18	15.8
SOKOTO STATE	13	65.0	7	35.0	20	17.5
TOTAL	69		45		114	100%

tions. Kwara State School System has the smallest percentage of schools with regular inventory of library collections. Of 50 schools in this state, 26 schools, or 52 percent, have regular inventory of library collections.

Table XLVII shows inventory of library collections compared according to the type of boarding house facility. As expected, schools in the day only group of schools have the largest percentage of schools with regular inventory of library collections. Of four schools in this group, three schools, or 75 percent, have regular inventory of library collections. Schools in the boarding only group of schools have the next largest percentage of schools with regular inventory of library collections. Of 78 schools in this group, 47 schools, or 60.3 percent, have regular inventory of library collections. Boarding and day group of schools has the smallest percentage of schools with regular inventory of library collections. Of 32 schools in this group, 19 schools, or 59.4 percent, have regular inventory of library collections.

Table XLVIII shows regular inventory of library collections compared according to school enrollment. Schools in the enrollment groups of under 200 and over 500 of student enrollment have the smallest percentage of regular inventory of library collections. Of 18 schools with student enrollment of over 500, six schools, or 33.3 percent, have regular inventory of library collections. Of eight schools with under 200 student enrollment, three schools, or 37.5 percent, have regular inventory of library

TABLE XLVII

**INVENTORY OF LIBRARY COLLECTIONS COMPARED
ACCORDING TO THE TYPE OF BOARDING HOUSE FACILITY**

TYPE OF BOARDING HOUSE FACILITY	HAVE REGULAR INVENTORY OF LIBRARY COLLECTIONS		DO NOT HAVE REGULAR INVENTORY OF LIBRARY COLLECTIONS		TOTAL NUMBER OF SCHOOLS REPORTING	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT OF 114
BOARDING ONLY	47	60.3	31	39.7	78	68.4
DAY ONLY	3	75.0	1	25.0	4	3.5
BOARDING AND DAY	19	59.4	13	60.6	32	28.1
TOTAL	69		45		114	100%

TABLE XVIII

INVENTORY OF LIBRARY COLLECTIONS COMPARED
ACCORDING TO SCHOOL ENROLLMENT

ENROLLMENT	HAVE REGULAR INVENTORY OF LIBRARY COLLECTIONS		DO NOT HAVE REGULAR INVENTORY OF LIBRARY COLLECTIONS		TOTAL NUMBER OF SCHOOLS REPORTING	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
UNDER 200	3	37.5	5	62.5	8	3.5
201 to 300	5	62.5	3	37.5	8	3.5
301 to 400	43	78.2	12	21.8	55	48.2
401 to 500	12	48.0	13	52.0	25	21.9
OVER 500	6	33.3	12	66.7	18	15.8
TOTAL	69		45		114	100%

collections. Size of the library collections may be responsible for the former figure. Schools in the enrollment category of 301 to 400 group of schools have the largest percentage of schools with regular inventory of library collections. Of 55 schools in the enrollment category of 301 to 400, 43 schools, or 78.2 percent, have regular inventory of library collections.

Time of Inventory

Library inventory is a time-consuming process. A complete inventory, therefore, need not be taken every term or year. It can be a continuing process, with a part of the collection being inventoried as time permits. At the end of the term or year, when examinations are being given, is usually a convenient time to take inventory, but the school library should never be closed to students and teachers in order to take inventory.

Table XLIX shows time of inventory of library collections compared according to the geographical location of schools. It is fascinating to note that most schools with regular inventory of library collections have it annually. Plateau State School System has the largest percentage of schools with annual inventory of library collections. Of 12 schools that have regular inventory of library collections in Plateau State, all twelve schools have annual inventory of library collections. Kwara and Sokoto States School Systems have an equal percentage of schools with annual inventory of library collections. Of 13 schools in Sokoto State School System with regular inventory

TABLE XLIX

TIME OF INVENTORY OF LIBRARY COLLECTIONS COMPARED ACCORDING TO THE GEOGRAPHICAL LOCATION

TIME OF INVENTORY	GEOGRAPHICAL LOCATION											
	KANO STATE No. 11		KWARA STATE No. 26		NIGER STATE No. 7		PLATEAU STATE No. 17		SOKOTO STATE No. 13			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT		
EVERY YEAR	7	63.6	20	76.9	5	71.4	12	100.0	10	76.9		
ONCE IN 2 YEARS	2	18.2	2	7.7								
ONCE IN 3 YEARS	1	9.1			1	14.3						
ONCE IN OVER 3 YEARS												
OTHER	1	9.1	4	15.4	1	14.3			3	23.1		
TOTAL	11	100%	26	100%	7	100%	12	100%	13	100%		

of library collections, ten schools, or 76.9 percent, have annual inventory of library collections. Niger State School System has the next largest percentage of schools with annual inventory of library collections. Of seven schools with regular inventory of library collections in Niger State School System, five schools, or 71.4 percent, have regular inventory of library collections. Kano State, with the largest percentage of trained librarians, has the smallest percentage of schools with annual inventory of library collections. A few schools have inventory every two years and some, every three years.

Table L shows time of inventory of library collections compared according to type of boarding house facility. As expected, the day only group of schools has the largest percentage of schools with annual inventory of library collections. Of three schools with regular inventory of library collections in this group, all three have annual inventory of library collections. Boarding only type of schools has the next largest percentage of annual inventory of library collections. Of 47 schools in the boarding only group of schools with inventory of library collections, 39 schools, or 83 percent, have annual inventory of library collections.

Table LI shows time of inventory of library collections compared according to school enrollment. It seems as if size of the student enrollment is a factor in the number of schools with annual inventory of library collections. Schools in the enrollment category of 201 to 300 have the largest percentage

TABLE I

TIME OF INVENTORY OF LIBRARY COLLECTIONS COMPARED
BY THE TYPE OF BOARDING HOUSE FACILITY

Time of the Inventory	Type of Boarding House Facility					
	Boarding Only N=47		Day Only N=3		Boarding and Day N=19	
	No.	%	No.	%	No.	%
Every Year	39	83.0	3	100.0	12	63.2
Once in 2 Years	4	8.5				
Once in 3 Years					2	10.5
One in Over 3 Years						
Other	4	8.5			5	26.3
TOTAL	47	100.0	3	100.0	19	100.0

TABLE LI

TIME OF INVENTORY OF LIBRARY COLLECTIONS COMPARED
ACCORDING TO THE SCHOOL ENROLLMENT

Time of Inventory	Student Enrollment		201 to 300		301 to 400		401 to 500		Over 500	
	No.	%	No.	%	No.	%	No.	%	No.	%
Every Year	2	66.7	5	100.0	36	83.7	8	66.7	3	50.0
Once in 2 Years							4	33.3		
Once in 3 Years	1	33.3			1	2.3				
Once in Over 3 Years										
Other									6	14.0
TOTAL	3	100.0	5	100.0	43	100.0	12	100.0	6	100.0

of schools with annual inventory of library collections. Of five schools with regular inventory of library collections in schools of 201 to 300 enrollment, all five schools have annual inventory of library collections. On the other hand, schools of over 500 student enrollment have the smallest percentage of schools with annual inventory of library collections. Schools in the enrollment categories of 401 to 500 and under 200 have equal percentages of schools with annual inventory of library collections.

Annual Reports

Annual reports of library accomplishments, innovations, plans and library needs could be a useful method in pressing for more support for the school library. In a study of selected secondary school libraries in Nigeria, respondents were asked to indicate whether annual written reports were made to the principal. Table LII shows annual written reports compared according to geographical location of schools. It is disappointing to note that large percentages of schools do not have annual written reports. Plateau State School System has the largest percentage of schools with an annual written report made to the principal. Of 18 schools in this state, 15 schools, or 83.3 percent, have annual written reports. Of 20 schools in Sokoto State School System, eight schools, or 40 percent, have annual written reports made to the principal. Of 50 schools in Kwara State School System, 16 schools, or 32 percent, have annual writ

TABLE LII

SCHOOLS HAVING ANNUAL WRITTEN REPORTS
 COMPARED ACCORDING TO GEOGRAPHICAL LOCATION

States	Have Annual Written Report		Do Not Have Annual Written Report		Total Number Schools Reporting	
	No.	%	No.	%	No.	%
Kano	4	26.7	11	73.3	15	13.2
Kwara	16	32.0	34	68.0	50	43.9
Niger	--	--	11	100.0	11	9.6
Plateau	15	83.3	3	16.7	18	15.8
Sokoto	8	40.0	12	60.0	20	17.5
TOTAL	43		71		114	100.0%

ten reports made to the principal. Of 15 schools in Kano State School System, four schools, or 26.7 percent, have annual written reports made to the principal. Of 11 schools in Niger State School System, no school has annual written reports made to the principal.

Classification of Library Books

The purpose of library book classification is primarily to aid the library clients in locating the materials. To achieve this goal, two purposes must be served by any scheme: the location on the shelves of any individual book or subject must be as simple as possible, and the scope of the collection as regards the coverage of each subject must be easily ascertained. The first factor is of value to the reader requiring a particular book, or information on a particular subject, whereas the second is important to the user who, in search of information, does not know which volume will satisfy his requirements but needs to obtain a bird's-eye view of the available range. Such assistance can be provided only if a logical arrangement of books is accomplished.¹

Table LIII shows classification of library book collections compared according to the geographical location of schools. In spite of the shortages of qualified library personnel, it seems as if all the state school systems are doing a good job. Kano, Kwara and Plateau States School Systems have about equal percentages of schools with library book collections classified. Of

TABLE LIII
CLASSIFICATION OF LIBRARY BOOK COLLECTIONS COMPARED
ACCORDING TO THE GEOGRAPHICAL LOCATION

GEOGRAPHICAL LOCATION	LIBRARY BOOKS ARE CLASSIFIED		LIBRARY BOOKS ARE NOT CLASSIFIED		TOTAL NUMBER OF SCHOOLS REPORTING	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT OF LII
KANO STATE	13	86.7	2	13.3	15	13.2
KWARA STATE	42	84.0	8	16.0	50	43.9
NIGER STATE	7	63.6	4	36.4	11	9.6
PLATEAU STATE	15	63.3	3	16.7	18	15.8
SOKOTO STATE	12	60.0	8	40.0	20	17.5
TOTAL	89		25		114	100

15 schools in Kano State School System, 13 schools, or 86.7 percent, have library books classified. Of 50 schools in Kwara State School System, 42 schools, or 84 percent, have library books classified. Of 18 schools in Plateau State School System, 15 schools, or 83.3 percent, have library books classified. Of 11 schools in Niger State School System, seven schools, or 63.6 percent, have library books classified. Sokoto State School System has the smallest percentage of schools with library books classified. Of 20 schools in Sokoto State School System, 12 schools, or 60 percent, have library books classified.

Table LIV shows classification of library book collections compared according to the type of boarding house facility. As expected, schools in the boarding only group of schools have the largest percentage with library books classified. Of 78 schools in this group, 62 schools, or 79.5 percent, have library books classified. Day only and boarding and day group of schools have equal percentages of schools with library books classified. Of four schools in the day only group of schools, three schools, or 75 percent, have library books classified. Of 32 schools in the boarding and day group of schools, 24 schools, or 75 percent, have library books classified.

Table LV shows classification of library book collections compared according to school enrollment. It seems as if student enrollment size is a factor in the classification of library books. Schools of over 500 student enrollment have the largest per-

TABLE LIV

CLASSIFICATION OF LIBRARY BOOK COLLECTIONS COMPARED
ACCORDING TO THE TYPE OF BOARDING HOUSE FACILITY

TYPE OF BOARDING HOUSE	LIBRARY BOOKS ARE CLASSIFIED		LIBRARY BOOKS ARE NOT CLASSIFIED		TOTAL NUMBER RESPONDING	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT OF 114
BOARDING ONLY	62	79.5	16	20.5	78	68.4
DAY ONLY	3	75.0	1	25.0	4	3.5
BOARDING AND DAY	24	75.0	8	25.0	32	28.1
TOTAL	89		25		114	100%

TABLE LV
 CLASSIFICATION OF LIBRARY BOOK COLLECTIONS COMPARED
 ACCORDING TO SCHOOL ENROLLMENT

ENROLLMENT	LIBRARY BOOKS ARE CLASSIFIED		LIBRARY BOOKS ARE NOT CLASSIFIED		TOTAL NUMBERS RESPONDING	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT OF 114
UNDER 200	3	37.5	5	62.5	8	7.0
201 TO 300	4	50.0	4	50.0	8	7.0
301 TO 400	45	81.8	10	18.2	55	48.2
401 TO 500	21	84.0	4	16.0	25	21.9
OVER 500	16	89.9	2	11.1	18	15.8
TOTAL	89		25		114	100

centage of schools with library books classified. Of 18 schools in this group, 16 schools, or 88.9 percent, have library books classified. Of 25 schools in the student enrollment category of 401 to 500, 21 schools, or 84 percent, have library books classified. Of 55 schools in the enrollment category of 301 to 400, 45 schools, or 81.8 percent, have library books classified. Of eight schools in the enrollment category of 201 to 300, four schools, or 50 percent, have library books classified. Schools in the student enrollment category of under 200 have the smallest percentage of schools having library books classified. Of eight schools in this group, three schools, or 37.5 percent, have library books classified.

Table LVI shows type of classification of library book collections compared according to the geographical location of schools. It is interesting to note that the Dewey system of classification was the most popular classification in use in the five states' school systems. Kano State School System has the largest percentage of schools using the Dewey Decimal classification. Of 13 schools having library book collections classified in Kano State, ten schools, or 76.9 percent, have Dewey Decimal classification system. Of seven schools in Niger State School System having classification of library books, five schools, or 71.4 percent, have the Dewey Decimal classification system. Kwara and Plateau States School Systems have equal percentages of schools using the Dewey Decimal classification system. Of 42 schools in the Kwara State School System having classification

TABLE XVI

TYPE OF CLASSIFICATION OF LIBRARY BOOK COLLECTIONS COMPARED
ACCORDING TO THE GEOGRAPHICAL LOCATION OF SCHOOLS

TYPE OF CLASSIFICATION	GEOGRAPHICAL LOCATION											
	KANO STATE No. 13		KWANA STATE No. 42		NIGER STATE No. 7		PLATON STATE No. 15		SOKOTO STATE No. 12			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT		
DUDEY DECIMAL SYSTEM	10	76.9	28	66.7	5	71.4	10	66.7	6	50.0		
SIMPLIFIED DECIMAL SYSTEM	2	15.4	8	19.0	1	14.3	5	33.3	4	33.3		
OTHER	1	7.7	6	14.3	1	14.3			2	16.7		
TOTAL	13	100%	42	100%	7	100%	15	100%	12	100%		

of library book collections, 28 schools, or 66.7 percent, have the Dewey Decimal classification system. Sokoto State School System has the smallest percentage of schools having library book collections classified according to the Dewey system. Of 12 schools in Sokoto State School System, six schools, or 50 percent, have library book collections classified according to the Dewey Decimal classification system.

Table LVII shows type of classification of library book collections compared according to the type of boarding house facility. It is interesting to note that the day only group of schools has the largest percentage of library book collections classified according to the Dewey Decimal system of classification. Of three schools in the day only group of schools having library book collections classified, all three schools use the Dewey system. Of 62 schools in the boarding only group of schools, 42 schools, or 67.7 percent, have their library book collections classified according to the Dewey system. Of 24 schools in the boarding and day group of schools having book collections classified, 14 schools, or 58.3 percent, have the Dewey system of classification.

Table LVIII shows type of classification of library book collections compared according to school enrollment. It seems as if student enrollment is a factor in the percentages of schools having Dewey Decimal system of classification of library materials. Schools in the enrollment category of over 500 students have the largest percentage of schools using the Dewey

TABLE LVII

**TYPE OF CLASSIFICATION OF LIBRARY BOOK COLLECTIONS COMPARED
ACCORDING TO THE TYPE OF BOARDING HOUSE FACILITY**

TYPE OF CLASSIFICATION	TYPE OF BOARDING HOUSE FACILITY					
	BOARDING ONLY N= 62		DAY ONLY N= 3		BOARDING AND DAY N= 24	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
DEWEY DECIMAL SYSTEM	42	67.7	3	100.0	14	58.3
DECIMAL SIMPLIFIED SYSTEM	14	22.6			6	25.0
OTHER	6	9.7			4	16.7
TOTAL	62	100%	3	100%	24	100%

TABLE LVIII

TYPE OF CLASSIFICATION OF LIBRARY BOOK COLLECTIONS COMPARED
ACCORDING TO SCHOOL ENROLLMENT

TYPE OF CLASSIFICATION	SCHOOL ENROLLMENT											
	UNDER 200 K-3		201 to 300 K-4		301 to 400 K-4		401 to 500 K-21		OVER 500 K-16			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT		
ARABIC DECIMAL SYSTEM	1	33.3	3	75.0	21	46.7	19	90.5	15	93.7		
SIMPLIFIED DECIMAL SYSTEM	1	33.3	1	25.0	15	33.3	2	9.5	1	6.3		
OTHER	1	33.3			9	20.0						
TOTAL	3	100%	4	100%	45	100%	21	100%	16	100%		

Decimal system of classification. Of 15 schools in this group having book collections classified, 15 schools, or 93.8 percent, have the Dewey system of classification. Of 21 schools in the enrollment category of 401 to 500 students, 19 schools, or 90.5 percent, have library books classified according to the Dewey system. Of 45 schools in the student enrollment category of 301 to 400, 21 schools, or 46.7 percent, have the Dewey classification system. Surprisingly, schools in the enrollment category of 201 to 300 have a large percentage of schools having the Dewey system of classification. Of four schools having library books classified in this group, three schools, or 75 percent, have the Dewey system of classification. Of three schools in the under 200 student enrollment category, one school, or 33.3 percent, uses the Dewey system.

Cataloging

The precise purposes of cataloging of library books may vary. They can be broadly summarized in terms used by Cutter as long ago as 1876, when he defined the purpose of the catalog:

1. To enable a person to find a document of which
 - i) the author, or
 - ii) the title, or is known.
 - iii) the subject
2. To show what the library has
 - iv) by a given author
 - v) on a given subject (and related subjects)

- vi) in a given kind (or form) of literature.
- 3. To assist in the choice of a document
 - vii) as to its edition (bibliographically)
 - viii) as to its character (literary or topical)²

In brief, library catalogs facilitate accessibility of library materials.

In a study of selected secondary schools in Nigeria, respondents were asked to indicate whether all library books were cataloged, partially cataloged or not cataloged at all. Table LIX shows cataloging of library books compared according to geographical location of schools. It is interesting to note the high percentage of schools in the Niger and Plateau States School Systems that have all the library books cataloged. The teacher-librarians in the two states deserve special praise. Of 11 schools in the Niger State School System, eight schools, or 72.7 percent, have all the library books cataloged. Of 18 schools in Plateau State School System, 12 schools, or 66.7 percent, have all the library books cataloged. In spite of the fair number of librarians in Kwara, Sokoto and Kano States School Systems, they have small percentages of schools with all the books cataloged. Of 50 schools in Kwara State School System, 14 schools or 28 percent, have all the library books cataloged. Kano State School System has the smallest percentage of schools with all the books cataloged.

Table LX shows cataloging of library books compared according to the type of boarding house facility. Surprisingly,

TABLE LIX

CATALOGING OF LIBRARY BOOKS COMPARED
ACCORDING TO THE GEOGRAPHICAL LOCATION

CATALOGING	GEOGRAPHICAL LOCATION											
	BAND STATE N=15		KILIMA STATE N=50		NIGER STATE N=11		PLATEAU STATE N=18		SOKOTO STATE N=20			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT		
ALL CATALOGED	6	40.0	14	28.0	8	72.7	18	66.7	4	20.0		
PART CATALOGED	7	46.7	20	40.0	1	18.2			6	30.0		
NONE CATALOGED	2	13.3	16	32.0	1	9.1	6	33.3	10	50.0		
TOTAL	15	100%	50	100%	11	100%	18	100%	20	100%		

TABLE LX

CATALOGING OF LIBRARY BOOKS COMPARED
 ACCORDING TO THE TYPE OF BOARDING HOUSE
 FACILITY IN THE SCHOOL

CATALOGING	TYPE OF BOARDING HOUSE FACILITY					
	BOARDING ONLY N=78		DAY ONLY N=4		BOARDING AND DAY N=32	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
ALL CATALOGED	31	39.7	3	75.0	10	31.3
PART CATALOGED	20	25.6	1	25.0	14	43.8
NONE CATALOGED	27	34.6			8	25.0
TOTAL	78	100%	4	100%	32	100%

day only group of schools has the largest percentage of schools with all the library books cataloged. Of four schools in this group, three schools, or 75 percent, have all the library books cataloged. Boarding only group of schools, which was expected to have the best library systems, has 31 schools, or 39.7 percent, with all the library books cataloged. Boarding and day groups of schools has the smallest percentage of schools with all the library books cataloged. Of 32 schools in this group, ten schools, or 31.3 percent, have all the library books cataloged. Efforts of the teacher-librarians who composed the officers in charge of the school libraries in the day only group of schools deserve special praise.

Table LXI shows cataloging of library books compared according to school enrollment. Contrary to the expectations of the author, schools in the enrollment group of over 500 students have the smallest percentage of schools with all library books cataloged. Of 18 schools in this group, three schools, or 16.7 percent, have all library books cataloged. On the other hand, schools in the enrollment category of 401 to 500 student enrollment have the largest percentage of schools having all library books cataloged. Of 25 schools in this group, 14 schools, or 56 percent, have all library books cataloged. Of eight schools in the 201 to 300 student enrollment category, four schools, or 50 percent, have all books cataloged. Schools of under 200 and 301 to 400 student enrollment have about the same percentage of schools with all books cataloged. Of 55 schools

TABLE LXI

CATALOGING OF LIBRARY BOOKS COMPARED
ACCORDING TO SCHOOL ENROLLMENT

CATALOGING	SCHOOL ENROLLMENT											
	UNDER 200 No. 6		201 to 300 No. 8		301 to 400 No. 15		401 to 500 No. 25		OVER 500 No. 38			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT		
ALL CATALOGED	3	37.5	4	50.0	29	36.4	14	56.0	3	16.7		
PART CATALOGED	1	12.5	2	25.0	14	25.5	4	16.0	14	77.8		
NOT CATALOGED	4	50.0	2	25.0	21	38.2	7	28.0	1	5.6		
TOTAL	8	100%	8	100%	55	100%	25	100%	18	100%		

in the 301 to 400 student enrollment category, 20 schools, or 36.4 percent, have all books cataloged.

Shortages of qualified school library personnel and lack of directives from the State Ministry of Education are possible reasons for the small percentage of schools with all books cataloged. This conclusion is reached because when the respondents were asked to indicate the place of the book cataloging, all respondents with books cataloged indicated that their cataloging was done in school. In a situation where all the school librarians are yet to be trained, creation of an Office of Superintendent or Director of School Libraries with a centralized processing center may reduce some of the problems in school libraries.

Basis on Which School Library Is Used

The school library should be available for use by individual students and teachers as the situation demands. Flexible scheduling should enable the pupils to attend as a group and as individual members of the library clientele. Simplified rules and procedures provide easy and quick access to the school library. In a study of selected secondary school libraries in Nigeria, respondents were asked to indicate whether student use of the library was voluntary only, scheduled only, a combination of voluntary and scheduled, or as a study hall. Table LXII shows the basis on which the school library is used compared according to geographical location of schools.

TABLE LXII

CAMPUS ON WHICH THE SCHOOL LIBRARY IS USED COMPARED ACCORDING TO THE GEOGRAPHICAL LOCATION

BASIS ON WHICH THE LIBRARY IS USED	KANSAS STATE N=15		KANSAS STATE N=50		MIGER STATE N=11		PLATEAU STATE N=19		SOUTHWEST STATE N=22	
	MEMBER	PERCENT	MEMBER	PERCENT	MEMBER	PERCENT	MEMBER	PERCENT	MEMBER	PERCENT
	VOLUNTARY ONLY	1	6.7	4	8.0	2	18.2	1	5.6	2
SCHEDULED ONLY	2	13.3	6	12.0	4	36.4			2	10
VOLUNTARY AND SCHEDULED	3	20.0	22	44.0	1	9.1	15	78.9	16	72.7
AS A STUDY HALL	6	40.0	18	36.0	4	36.4	2	11.1	2	10
OTHER	3	20.0							4	20
TOTAL	15	100%	50	100%	11	100%	19	100%	22	100%

It is displeasing to note that in some schools, school libraries are used on schedule only. In a few other schools, libraries are used on a voluntary basis only. One must, however, note the large percentage of schools that have school libraries used on a voluntary and scheduled basis. Plateau State School System has the largest percentage of schools having school libraries used on both a voluntary and scheduled basis. Of 18 schools in Plateau State School System, 15 schools, or 83.3 percent, have the library used on a voluntary and scheduled basis. Of 20 schools in Sokoto State School System, ten schools, or 50 percent, have library used on a voluntary and scheduled basis. Kano, Kwara and Niger States School Systems need to improve greatly. Of 15 schools in Kano State, three schools, or 20 percent, have the library used on a voluntary and scheduled basis.

It is unfortunate that some schools use their libraries as study halls. Six schools, or 40 percent, of Kano State schools are in this group. Kwara and Niger States School Systems have about equal percentages of schools with libraries being used as study halls. Plateau and Sokoto States School Systems have the smallest percentages of schools having their libraries used as study halls.

Table LXIII shows the basis on which school libraries are used compared according to type of boarding house facility. Of 78 schools in boarding only group, seven schools, or 9 per-

TABLE LXIII

BASIS ON WHICH THE SCHOOL LIBRARY IS USED COMPARED
ACCORDING TO THE TYPE OF BOARDING HOUSE FACILITY

BASIS ON WHICH LIBRARY IS USED	BOARDING ONLY N=78		DAY ONLY N=4		BOARDING AND DAY N=32	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
VOLUNTARY ONLY	7	9.0	-	-	5	15.6
SCHEDULED ONLY	7	9.0	2	50.0	4	12.5
VOLUNTARY AND SCHEDULED	40	51.3	1	25.0	8	25.0
AS A STUDY HALL	18	23.1	1	25.0	13	40.6
OTHER	6	7.7			2	6.3
TOTAL	78	100%	4	100	32	100%

cent, have libraries used on a voluntary basis only. Of 32 schools in boarding and day group, five schools, or 15.6 percent, have libraries used on a voluntary basis only. As expected, the day only group of schools has the largest percentage of schools having libraries used on a scheduled basis only. Of four schools in the day only group of schools, two schools, or 50 percent, have libraries used on schedule only. Boarding only group of schools is expected to have better facilities than day only group of schools. It is, therefore, not surprising that boarding only group of schools has the smallest percentage of schools having the school library used on a voluntary only, scheduled only, and as a study hall. It is important to note also that the boarding only group of schools has the largest percentage of schools having library used on both a voluntary and scheduled basis.

Table LXIV shows the basis on which libraries are used compared according to enrollment. It seems to the author that size of the student body is a factor in the percentage of schools having their libraries used on both a voluntary and scheduled basis. It is interesting to note that schools in the enrollment categories of 401 to 500 and over 500 have about equal percentages of schools having libraries used on both a voluntary and scheduled basis. Of 18 schools in the over 500 enrollment category, 11 schools, or 61.1 percent, have libraries used on voluntary and scheduled basis. Of 25 schools in the 401 to 500 student enrollment category, 15 schools, or 60 percent,

TABLE LXIV

BASES ON WHICH THE SCHOOL LIBRARY IS USED COMPARED
ACCORDING TO ENROLLMENT

BASIS ON WHICH LIBRARY IS USED	ENROLLMENT											
	UNDER 200 N=8		201 TO 300 N=6		301 TO 400 N=25		401 TO 500 N=25		OVER 500 N=			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT		
VOLUNTARY ONLY	1	12.5	1	17.5	5	9.1	5	20.0	1	4.0		
SCHOLARSHIP ONLY	2	25.0	2	33.3	7	28.0			2	8.0		
VOLUNTARY AND SCHOLARSHIP	1	12.5	1	17.5	19	76.0	15	60.0	11	44.0		
AS A STUDY HALL	1	12.5			22	88.0	5	20.0	4	16.0		
OTHER	4	50.0	2	25.0	2	8.0						
TOTAL	8	100%	8	100%	55	100%	25	100	18	100%		

have libraries used on both a voluntary and scheduled basis. Schools in the enrollment categories of 201 to 300 and 301 to 400 have about equal percentages of schools having libraries used on a voluntary and scheduled basis. Schools of under 200 student enrollment have the smallest percentage of schools having libraries used on both a voluntary and scheduled basis. Of eight schools in this category, one school, or 12.5 percent, has the library used on voluntary and scheduled basis.

It seems to the author that secondary school libraries should be used on both a voluntary and scheduled basis. The use of the school library as a study hall and/or on a scheduled only basis should be discouraged. This could be achieved by providing adequate library facilities for each school regardless of its student size and type of boarding house facility.

School Term Open Hours

The school library as the center of school activities should be kept open throughout the school day. The library should open at least half an hour before classes begin. Boarding schools need to keep the library open from half an hour before classes begin and until after the end of evening classes. Table LXV shows the range of total hours that school libraries are open compared according to geographical location of the schools. It is unfortunate to note that Kano and Sokoto States School Systems, which have the largest percentage of boarding only type schools, also have the largest percentage of school

TABLE LXV

RANGE OF TOTAL HOURS LIBRARY IS OPEN
CORRELATED BY GEOGRAPHICAL LOCATION

HOURS OPEN	KANSAS STATE #-13		KANSAS STATE #-10		NEBRASKA STATE #-11		FLATLAND STATE #-10		SOUTHWEST STATE #-20		TOTAL NUMBER OF SCHOOLS ENROLLING	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
1-9	3	20.0							6	30.0	9	2.9
10-19	1	6.7					1	5.6	2	10.0	4	3.5
20-29	2	13.3	2	4.0	2	18.2	2	21.1			8	7.0
30-39	2	13.3	12	24.0	4	36.4	9	50.0	5	20.0	31	27.2
40-49	4	26.7	19	38.0	2	18.2	6	53.3	4	20.0	35	30.7
50-59	1	6.7	8	16.0	3	27.2			2	10.0	14	12.3
60-69	2	13.3	6	12.0					2	10.0	8	7.0
70-79			5	10.0							5	4.4
TOTAL	15	100%	50	100%	11	100%	18	100%	20	100%	114	100%

libraries open for less than ten hours per week. Of 15 schools in Kano State School System, three schools, or 20 percent, have libraries which are open for less than ten hours per week. Likewise, of 20 schools in the Sokoto State School System, six schools, or 30 percent, have libraries open for less than ten hours per week. The largest percentage of schools have libraries open for 40 to 49 hours per week. Of 114 schools in the study, 35 schools, or 30.7 percent, have libraries open for 40 to 49 hours per week. Kwara State School System has the largest percentage of schools having libraries open for 40 to 49 hours per week. Of 50 schools in Kwara State School System, 19 schools, or 38 percent, have libraries which are open for 40 to 49 hours per week. It is interesting to note that Kwara State School System also has the largest percentage of schools having libraries open for 70 to 79 hours per week. Of 50 schools in Kwara State, five schools, or 10 percent, have libraries open for 70 to 79 hours per week.

Table LXVI shows the range of total hours that school libraries are open per week compared according to type of boarding house facility. Surprisingly, all the nine schools having libraries open for less than ten hours per week are in the boarding only group of schools. The largest percentage of schools have libraries open for 40 to 49 hours per week. Of 114 schools in the study, 35 schools, or 30.7 percent, have libraries open for 40 to 49 hours per week. As expected, schools in the boarding only group of schools have the largest percentage

TABLE LXVI

BASIS OF TOTAL HOURS LIBRARY IS OPEN COMPARED BY
TYPE OF BOARDING HOUSE FACILITY

HOURS OPEN	BOARDING ONLY H-78		DAY ONLY H-4		BOARDING AND DAY H-32		TOTAL NUMBER OF SCHOOLS REPORTING	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT OF 114
1-9	9	11.5					9	7.9
10-19	4	5.1					4	3.5
20-29	6	7.7	1	25.0	1	3.1	8	7.0
30-39	16	20.5	2	50.0	13	40.6	31	27.2
40-49	25	32.1	1	25.0	9	28.1	35	30.7
50-59	8	10.3			6	18.8	14	12.3
60-69	8	10.3					8	7.0
70-79	2	2.6			3	9.4	5	4.4
TOTAL	78	100%	4	100%	32	100%	114	100%

of schools having libraries open for 40 to 49 hours per week. Of 78 schools in this group, 25 schools, or 32.1 percent, have libraries open for 40 to 49 hours per week. Boarding and day group of schools has the next largest percentage of schools having libraries open for 40 to 49 hours per week. Day only group of schools has the smallest percentage of schools having libraries open for 40 to 49 hours per week. Of four schools in this group, one school, or 25 percent, has its library open for 40 to 49 hours per week. Surprisingly, boarding and day group of schools has the largest percentage of schools having libraries which are open for 70 to 79 hours per week. Of 32 schools in this group, three schools, or 9.4 percent, have libraries which are open for 70 to 79 hours per week. Of 78 schools in boarding only group of schools, two schools, or 2.6 percent, have libraries open for 70 to 79 hours per week.

Table LXVII shows the range of total hours that libraries are open compared according to school enrollment. It is interesting to note that the largest percentage of schools having libraries open for less than 20 hours per week were in the schools of enrollment category of under 200 and 201 to 300. Three schools, or 37.5 percent, of schools in the enrollment category of under 200 have less than ten hours of library service per week. Of 114 schools in the study, 35 schools, or 30.7 percent, have libraries which are open from 40 to 49 hours per week. It seems as if student enrollment size is a factor in the number of hours school libraries are open for service.

TABLE LXVII

RANGE OF TOTAL HOURS LIBRARY IS OPEN
COMPARED BY SCHOOL ENROLLMENT

HOURS OPEN	UNDER 200 N=8		201 to 300 N=8		301 to 400 N=55		400 to 500 N=25		OVER 500 N=18		TOTAL NUMBER OF SCHOOLS REPORTING	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
1-9	3	37.5	2	25.0	4	7.3					9	7.9
10-19	1	12.5							3	16.7	5	4.5
20-29			1	12.5	7	12.7					8	7.0
30-39	3	37.5	2	25.0	8	14.5	15	60.0	3	16.7	31	27.2
40-49			3	37.5	17	30.9	9	36.0	6	33.3	35	30.7
50-59	1	12.5			10	18.2	1	4.0	2	11.1	15	12.3
60-69					6	10.9			2	11.1	8	7.0
70-79					3	5.5			2	11.1	5	4.4
TOTAL	8	100%	8	100%	55	100%	25	100%	18	100%	114	100%

Schools in the enrollment category of 301 to 400, 401 to 500 and over 500 have the largest percentage of schools having libraries open for over 50 hours per week. In the opinion of the author, 40 to 49 hours of library service seems too little for the needs of Nigerian students. During on-site visits to some of the schools in the study, a proposal to have school prefects open and to operate school libraries after school hours was dismissed on the grounds that such a plan would only increase the number of missing books. A library assistant and/or teacher-librarian cannot work beyond 40 hours per week.

Summary

In summary, this chapter analyzed data on school library organization and administration. Of 114 schools in the study, 69 schools, or 60.5 percent, have regular inventory of library collections. A smaller percentage of schools -- 37.7 percent -- reported having annual written reports. Eighty-nine schools, or 78.1 percent, have library books classified. A small percentage of schools have all library books cataloged. Most schools have their libraries used on both a voluntary and a scheduled basis. Due to lack of adequate personnel, many school libraries are open for less than 50 hours per week.

FOOTNOTES TO CHAPTER VII

1. Eric Leyland, Libraries in Schools, New York, Philosophical Library, 1964, Chapter 6.

2. Cutter, C. A., Rules for a Dictionary Catalog, 4th ed., Washington, D. C., Government Printing Office, 1904, p. 12, quoted in C. D. Needham, Organizing Knowledge in Libraries: An Introduction to Information Retrieval, London, published by Adre Deutsch Limited, 2d rev. ed., 1971, p. 14.

CHAPTER VIII

SCHOOL LIBRARY MATERIAL COLLECTIONS

In Chapter VII data on school library administration and organization was presented. The purpose of this chapter is to present data on school library collections.

An essential component of the school library is the information housed there. A variety of up-to-date materials in various formats, and carefully selected, is needed to meet the curriculum and interest needs of the students and teachers. The effectiveness of the school library program depends on whether or not the materials which students and teachers need are available for their use when needed.¹ In "The School Media Program: A Position Statement," Adams defined the scope of the school library collection as every instructional aid from textbooks to telephones, and even beyond.² In other words, the school library must contain not only abundant quality books, but also periodicals, pictures, films and filmstrips, records of both music and literature. The decisions concerning amounts of materials, the formats, and quantities of supporting equipment should be made on the basis of program and user needs.³

At this stage, the librarian or teacher-librarian may ask, How do I determine the adequacy of the school library collections? In "Quantitative Criteria for Adequacy of Academic Library Collections," Clapp and Jordan listed the following cri-

teria as a measure for adequacy of academic library collections:

1. The student body -- size, composition (graduate or undergraduate), scholastic aptitude, socioeconomic and intellectual background.
2. The faculty -- size, involvement in research, etc.
3. The curriculum -- number of courses, proportion of laboratory to literature courses, etc.
4. Methods of instruction -- extent and use of textbooks, reading assigned, and independent study, honors work, etc.
5. Availability of suitable places for study on the campus.
6. Geography of the campus -- proximity to other large libraries, etc.
7. The intellectual climate -- inducements and distractions to study, etc.⁴

The criteria are equally applicable to school libraries.

Table LXVIII shows schools and their range of library books per student compared according to geographical location of schools. Few schools have more than ten books per student. There is no state policy, or school library standard as regards the range of books per student; hence the wide variations within each state. It is interesting to note that of 20 schools in Sokoto State, five schools, or 25 percent, have less than one book per student. At the same time, two schools, or 10 percent, have more than ten books per student. This wide variation in

TABLE LVIII
SCHOOLS AND THEIR RANGE OF LIBRARY
BOOKS PER CHILD COMPARED ACCORDING TO
GEOGRAPHICAL LOCATION

RANGE OF RANKS PER CHILD	GEOGRAPHICAL LOCATION											
	KANSAS STATE No. 15		KANSAS STATE No. 50		MICHIGAN STATE No. 11		FLAUID STATE No. 18		SONGTO STATE No. 20			
	NUMBER	AVERAGE	NUMBER	AVERAGE	NUMBER	AVERAGE	NUMBER	AVERAGE	NUMBER	AVERAGE		
LESS THAN 1		10	20.0	1	9.1					5	25.0	
1 TO 2	5	33.3	12	24.0			6	33.3	8	40.0		
2 TO 3	1	6.7	4	8.0	6	54.5	1	5.6	2	10.0		
3 TO 4	1	6.7	6	12.0	2	18.2	2	11.1	3	15.0		
4 TO 5	1	6.7	2	4.0			1	5.6				
5 TO 6	1	10.0	2	4.0			3	16.7				
6 TO 7	1	6.7	2	4.0			2	11.1				
7 TO 8	1	6.7	2	4.0			1	5.6				
8 TO 9			4	6.0	1	9.1	1	5.6				
9 TO 10	1	6.7	4	8.0								
MORE THAN 10	1	6.7	2	4.0	1	9.1	1	5.6	2	10.0		
TOTAL	15	1000	50	1000	11	1000	10	1000	20	1000		

the number of books per student both within and between state school systems was not limited to Sokoto State School System. Of 50 schools in Kwara State School System, ten schools, or 20 percent, have less than one book per student. Also, in the Kwara State School System, two schools, or four percent, have more than ten books per student.

In the five states, the largest percentage of schools have two to three books per pupil. This ratio seems to be too low to meet the curriculum and student interest needs.

Table LXIX shows schools and their range of library books per student compared according to type of boarding house facility. It is interesting to note the differences within the categories of schools. Surprisingly, the boarding only group of schools have the largest percentage of schools with less than one book per student. Of 78 schools in this group, 12 schools, or 15.4 percent, have less than one book per student. Day only group of schools has the largest percentage of schools with ten or more books per student. Boarding only group of schools has the next largest percentage of schools having more than ten books per student. Of 78 schools in boarding only group, five schools, or 6.4 percent, have more than ten books per student. Of 32 schools in boarding and day group of schools, one school, or 3.1 percent, has more than ten books per student.

Table LXX shows schools and their range of library books per student compared according to student enrollment. Enrollment seems to be a factor in the average number of books per

TABLE LXIX
SCHOOLS AND THEIR RANGE OF LIBRARY BOOKS PER CHILD
COMPARED ACCORDING TO TYPE OF BOARDING HOUSE FACILITY

Range of Library Books Per Child	Type of Boarding House Facility					
	Boarding Only N=78		Day Only N=4		Boarding and Day N=32	
	No.	%	No.	%	No.	%
Less than 1	12	15.4			4	12.5
1 to 2	22	28.2			9	28.1
2 to 3	7	9.0	1	25.0	5	15.6
3 to 4	9	11.5	1	25.0	5	15.6
4 to 5	3	3.8			1	3.1
5 to 6	5	6.4			3	9.4
6 to 7	4	5.1			1	3.1
7 to 8	3	3.8	1	25.0		
8 to 9	4	5.1			2	6.3
9 to 10	4	5.1			1	3.1
More than 10	5	6.4	1	25.0	1	3.1
TOTAL	78	100%	4	100%	32	100%

TABLE LXI

SCHOOLS AND THEIR RANGE OF LIBRARY BOOKS PER CHILD COVERED ACCORDING TO ENROLLMENT

RANGE OF BOOKS PER CHILD	ENROLLMENT											
	UNDER 200 1948		201 TO 300 1948		301 TO 400 1948		401 TO 500 1948		OVER 500 1948			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
LESS THAN 1	2	25.0	4	50.0	10	18.2						
1 TO 2	2	25.0	1	12.5	13	23.6	11	64.0	4	22.2		
2 TO 3	6	50.0	1	12.5	4	7.3	1	6.0	4	22.2		
3 TO 4					6	16.5	4	16.0	2	11.1		
4 TO 5			2	50.0			1	6.0	1	5.6		
5 TO 6					6	10.9	2	8.0				
6 TO 7					4	7.3			1	5.6		
7 TO 8					2	3.6			2	11.1		
8 TO 9					1	1.8	4	16.0	1	5.6		
9 TO 10					3	5.5			2	11.1		
MORE THAN 10					4	7.3	2	6.0	1	5.6		
TOTAL	8	100%	8	100%	55	100%	25	100%	16	100%		

student. Schools of large student enrollment have larger percentages of schools having more than ten books per student. On the other hand, schools of small student enrollment have larger percentage of schools with less than one book per student. Of eight schools in enrollment category of 201 to 300, four schools, or 50 percent, have less than one book per student. Schools of under 200 and 301 to 400 student enrollment have 25 and 18.5 percent, respectively, of schools with less than one book per student. No school with enrollment of under 200 or 201 to 300 students has more than three books per student.

In the opinion of the author, rapid expansion of schools must be accompanied by adequate school facilities. Standards ought to be set for the minimum number of books per student which a school must have.

Growth in the School Library Collections

Regular purchase of library books and other learning aids is essential for up-to-date libraries. Table LXXI shows the range of total number of books purchased for the library in the year 1974-75 compared according to geographical location of schools. It is disheartening to note the percentage of schools having no purchase of a single library book in that academic year.

Niger State School System has the largest percentage of schools having no purchase of a single library book in 1974-75 session. Of 11 schools in Niger State, seven schools, or 63.6 percent, have no book purchased. Of 18 schools in Plateau State School System, six schools, or 33.3 percent, have no book pur-

TABLE LXXI
 RANGE OF TOTAL NUMBER OF BOOKS PURCHASED
 FOR THE LIBRARY COUNTRIES ACCORDING TO
 GEOGRAPHICAL LOCATION

RANGE OF TOTAL NUMBERS OF BOOKS PURCHASED	GEOGRAPHICAL LOCATION											
	KANO STATE N=15		KWARA STATE N=50		NIGER STATE N=11		PLATEAU STATE N=14		SOKOTO STATE N=20			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT		
MORE THAN 275	7	46.7	6	12.0	2	18.2	1	7.1	4	20.0		
200 TO 275	2	13.3	2	4.0			1	7.1				
175 TO 200							2	14.3				
150 TO 175			4	8.0								
125 TO 150			4	8.0					2	10.0		
100 TO 125	2	13.3	6	12.0	1	9.1						
75 TO 100			6	12.0	1	9.1			2	10.0		
50 TO 75			2	4.0			1	7.1	6	30.0		
25 TO 50			4	8.0			2	14.3	2	10.0		
1 TO 25			2	4.0					2	10.0		
ALL	4	26.7	14	28.0	7	63.6	6	42.9	2	10.0		
TOTAL	15	100%	50	100%	11	100%	16	100%	20	100%		

chased. Of schools that purchased more than 225 books in the year 1974-75, Kano State School System has the largest percentage. Of 15 schools in the Kano State School System, seven schools, or 46.7 percent, have more than 225 books purchased. Six schools, or 12 percent, of Kwara State School System, have more than 225 books purchased in that year. Niger and Sokoto have about equal percentages of schools having more than 225 books purchased. Plateau State School System has the smallest percentage of schools having more than 225 books purchased during 1974-75.

Table LXXII shows the range of total number of books purchased for the school library in the year 1974-75 compared according to type of boarding house facility. Day only group of schools has the largest percentage of schools having more than 225 books purchased. Of four schools in this group, three, or 75 percent, have more than 225 books purchased. Boarding only group of schools has the next largest percentage of schools having more than 225 books purchased in 1974-75 session. Surprisingly, boarding only group of schools has the largest percentage of schools having no book purchase in 1974-75 academic year. Of 78 schools in boarding only group of schools, 27 schools, or 34.6 percent, did not purchase any books for the school library in that year. Of four schools in the day only group of schools, one school, or 25 percent, made no book purchase for the library in the 1974-75 session. Of 32 schools in the day only group of schools, five schools, or 15.6 percent,

TABLE LXXII
RANGE OF TOTAL NUMBER OF BOOKS PURCHASED FOR THE LIBRARY IN THE YEAR 1974-1975
COMPARED ACCORDING TO TYPE OF BOARDING HOUSE FACILITY

RANGE OF TOTAL NUMBER OF BOOKS PURCHASED	TYPE OF BOARDING HOUSE FACILITY							
	BOARDING ONLY N=78		DAY ONLY N=4		BOARDING AND DAY N=32			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
MORE THAN 225	16	20.5	3	75.0	2	6.3		
200 to 225	4	5.1			3	9.4		
175 to 200	2	2.6						
150 to 175							4	12.5
125 to 150	4	5.1			2	6.3		
100 to 125	4	5.1			5	15.6		
75 to 100	5	6.4			4	12.5		
50 to 75	9	11.5			2	6.3		
25 to 50	3	3.8			5	15.6		
1 to 25	4	5.1						
NIL	27	34.6	1	25.0	5	15.6		
TOTAL	78	100%	4		32			100%

did not make any book purchase for the library in 1974-75.

Table LXXIII shows range of total number of books purchased for the school library in the year 1974-75 compared according to student enrollment. The wide extremes in the range of numbers of books purchased between enrollment categories and within these categories is evident. Of eight schools in the under 200 student enrollment group of schools, six schools, or 75 percent, have no library book purchases for 1974-75 session. At the same time, two schools, or 25 percent, have more than 225 books purchased. Schools in the enrollment category of 301 to 400 show greater extremes within the category. Of 55 schools in this group of schools, 17 schools, or 30.9 percent, have no book purchased in 1974-75 session. At the same time, two schools, or 9.1 percent, have more than 225 books purchased that year.

Table LXXIV shows schools and the average number of books purchased per student compared according to geographical location of schools. Percentages of average number of books bought per student in Niger, Plateau and Sokoto States seems to be more evenly distributed than in Kano and Kwara States School Systems. Of 20 schools in Sokoto State School System, 14 schools, or 70 percent, bought an average of 0.5 to 1.0 book per student. This high concentration of 0.5 to 1.0 book per student suggests an even distribution of money to schools for library purposes. On the other hand, 20 percent of the Kwara State School System schools bought an average of 0.5 to 1.0 book per student, another 40 percent bought 0.1 to 0.5 book per student, and yet another

TABLE LXVIII

RANGE OF TOTAL NUMBER OF BOOKS PURCHASED FOR THE LIBRARY IN THE YEAR 1974-1975
COMPARED ACCORDING TO ENROLLMENT

RANGE OF TOTAL NUMBER OF BOOKS PURCHASED	ENROLLMENT									
	UNDER 200 N=8		201 TO 300 N=6		301 TO 400 N=55		401 TO 500 N=		OVER 500 N=	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
MORE THAN 225	2	25.0	3	37.5	5	9.1	8	32.0	3	16.7
200 TO 225					3	5.5	2	8.0	2	11.1
175 TO 200									2	11.1
150 TO 175					3	5.5			1	5.6
125 TO 150					6	10.9				
100 TO 125					4	7.3	3	12.0	2	11.1
75 TO 100					4	7.3	2	8.0	3	16.7
50 TO 75			2	25.0	7	12.7	2	8.0		
25 TO 50					6	7.3	4	16.0		
1 TO 25					2	3.6			2	11.1
NIL	6	75.0	3	37.5	17	30.9	4	16.0	3	16.7
TOTAL	8	100%	8		55	100%	25	100%	18	100%

TABLE LXXIV

BOOKS AND THE AVERAGE NUMBER OF BOOKS
PURCHASED PER CHILD COMPARED ACCORDING TO GEOGRAPHICAL LOCATION

AVERAGE NUMBER OF BOOKS PURCHASED PER CHILD	GEOGRAPHICAL LOCATION											
	KANO STATE N=15		KWARA STATE N=50		NIGER STATE N=11		PLATEAU STATE N=18		SONGHO STATE N=20			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT		
2.0 TO 2.5	2	13.3	2	4.0								
1.5 TO 2.0	1	6.7	2	4.0								
1.0 TO 1.5	1	6.7	2	4.0	1	9.1	5	27.8	4	20.0		
0.5 TO 1.0	2	13.3	10	20.0			3	16.7				
0.1 TO 0.5	5	33.3	20	40.0	7	27.3	4	22.2	14	70.0		
MII	4	26.7	14	28.0	7	63.6	6	33.3	2	10.0		
TOTAL	15	100	50	100%	11	100%	18	100%	20	100%		

four percent bought 2.0 to 2.5 books per student. Such variations suggest lack of policy as to the average number of books a school library should purchase per student each year. The large percentage of schools that have no book purchases for the year 1974-75 confirms the above speculation.

Table LXXV shows schools and the average number of books purchased per student in the year 1974-75 compared according to type of boarding house facility. It is important to note the differences within all types of boarding house facilities. Schools in boarding only group have the largest percentage of schools that bought 2.0 to 2.5 books per student in the 1974-75 session. Of 78 schools in this group, three schools, or 3.8 percent, bought 2.0 to 2.5 books per student. Boarding and day group has the next largest percentage. Of 32 schools in this group, one school, or 3.1 percent, bought 2.0 to 2.5 books per student in the 1974-75 session. Of four schools in day only group, no school bought 2.0 to 2.5 books per student that year.

It is disheartening to note that boarding only type of schools has the largest percentage of schools having no books purchased for the library in 1974-75 session. Of 78 schools in this category, 27 schools, or 34.6 percent, did not buy any books for the school library in 1974-75. Of 32 schools in boarding and day group, five schools, or 15.6 percent, did not buy any library book in 1974-75 session. It must be pointed out that the largest percentage of schools that bought some books in 1974-75 bought 0.1 to 0.5 book per student.

TABLE LXXV

SCHOOLS AND THE AVERAGE NUMBER OF BOOKS PURCHASED PER CHILD
 IN THE YEAR 1974-1975 SESSION COMPARED ACCORDING TO TYPE OF BOARDING HOUSE FACILITY

AVERAGE NUMBER OF BOOKS PURCHASED PER CHILD	TYPE OF BOARDING HOUSE FACILITY					
	BOARDING ONLY N=78		DAY ONLY N=4		BOARDING AND DAY N=32	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
2.0 TO 2.5	3	3.8			1	3.1
1.5 TO 2.0	2	2.6			1	3.1
1.0 TO 1.5	6	7.7	2	50.0	5	15.6
0.5 TO 1.0	9	11.5			6	18.8
0.1 TO 0.5	31	39.7	1	25.0	14	43.8
NIL	27	34.6	1	25.0	5	15.6
TOTAL	78	100%	4	100%	32	100%

Table LXXVI shows schools and the range of the number of books purchased per student in the year 1974-75 compared according to student enrollment. It is interesting to note the differences in the average number of books purchased per student between and within all categories of schools. It seems that the smaller the size of school enrollment, the larger the average number of books purchased per student. No school in the enrollment categories of 401 to 500 and over 500 student enrollment bought 1.5 to 2.0 books per student in 1974-75 session. On the other hand, of four schools in under 200 student enrollment category, one school, or 12.5 percent, bought 2.0 to 2.5 books per student in 1974-75 session. Of 55 schools in the 301 to 400 enrollment category, two schools, or 3.6 percent, bought 2.0 to 2.5 books per student.

Reference Collections

Encyclopedias, dictionaries, handbooks and other specialized books make up the reference collection. A good collection of reference books in the school library (or any library) is fundamental to good reference service. A good encyclopedia, for example, gives an overview of each subject, with definition, description, explanation, history, current status, statistics, and bibliography. Since each encyclopedia has certain strong points and weaknesses, the need for a school to have more than one set of encyclopedias cannot be overemphasized. Encyclopedias that are authoritative, reasonably new, and suitable in appear-

TABLE LXIWI

PERIODS AND THE AVERAGE NUMBER OF BOOKS PURCHASED PER CHILD IN THE YEAR 1978-1979 SESSION COMPARED ACCORDING TO ENROLLMENT

AVERAGE NUMBER OF BOOKS PURCHASED PER CHILD	ENROLLMENT									
	UNDER 200		201 TO 300		301 TO 400		401 TO 500		OVER 500	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
2.0 TO 2.5	1	12.5	1	17.5	2	3.6				
1.5 TO 2.0			2	25.0	1	1.8				
1.0 TO 1.5	1	12.5			6	10.9	4	16.0	2	11.1
0.5 TO 1.0					10	14.2	1	12.0	2	11.1
0.1 TO 0.5			2	25.0	19	34.5	14	56.0	11	62.1
NTL	6	75.0	3	37.5	17	30.3	4	16.0	3	16.7
TOTAL	8	100%	8	100%	55	100%	35	100%	14	100%

ance, format and content, according to Russoff, "are the backbone of school library's reference collection." ⁵

In a study of selected secondary school libraries in Nigeria, schools were asked to indicate the total number of sets of encyclopedias the school library has with a copyright date of 1970 or later. Table LXXVII shows schools and their number of encyclopedia sets with copyright date 1970 or later compared according to geographical location of schools. Of five state school systems, Sokoto State School System seems to have wide extremes of schools having encyclopedias and those that do not. Of 20 schools in Sokoto State School System, six schools, or 30 percent, have four or more sets of encyclopedias with copyright date 1970 or later. At the same time, ten schools or 50 percent, have no set of encyclopedias with copyright date 1970 or later.

The Plateau State School System seems to have an even distribution of encyclopedia sets with copyright date 1970 or later. Of 18 schools in this state, three schools, or 16.7 percent, have three sets; another three schools, or 16.7 percent, have two sets; another nine schools, or 50 percent, have one set; and the remaining three schools, or 16.7 percent, have no set of encyclopedias. Of the five state school systems, Niger State School System has the largest percentage of schools having no set of encyclopedias with copyright date 1970 or later. Of 11 schools in this state, eight schools, or 72.7 percent, have no set of encyclopedias. It is interesting to note the large

TABLE LXVII

BOOKS AND THEIR NUMBERS OF ENCYCLOPEDIA WITH COPYRIGHT DATE 1950 OR LATER COMPARED ACCORDING TO GEOGRAPHICAL EDUCATION

NUMBER OF ENCYCLOPEDIA	SIAMO STATE N=15		KUMBA STATE N=50		NIGER STATE N=11		PLATEAU STATE N=12		SOKOTO STATE N=20	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
4 OR MORE SETS	6	40.0	1	2.0					6	30.0
3 SETS	3	20.0	8	16.0	1	9.1	3	16.7		
2 SETS	3	20.0	17	34.0	1	9.1	3	16.7	2	10.0
1 SET	1	6.7	6	12.0	1	9.1	1	5.0	2	10.0
NO SET	1	6.7	20	40.0	8	72.7	3	16.7	10	50.0
TOTAL	15	100%	50	100%	11	100%	18	100%	20	100%

percentage of schools in Kano State with four or more sets of encyclopedias. Of 15 schools in this state, six schools, or 40 percent, have four or more sets of encyclopedias.

Table LXXVIII shows schools and their number of encyclopedia sets with copyright date 1970 or later compared according to the type of boarding house facility. It is surprising to note that the day only group of schools has the largest percentage of schools with four or more sets of encyclopedias. Surprisingly, boarding only group of schools has the smallest percentage of schools having four or more sets of encyclopedias. Of 78 schools in this group, six schools, or 7.7 percent, have four or more sets of encyclopedias. Day only group of schools also has the largest percentage of schools having three sets of encyclopedias with copyright date 1970 or later. It must be pointed out, however, that day only group of schools also has the largest percentage of schools with no set of encyclopedias. Of four schools in this group of schools, two schools, or 50 percent, have no set of encyclopedias with copyright date 1970 or later. The next largest percentage of schools with no set of encyclopedias was boarding only group of schools. Of 78 schools in this group, 31 schools, or 39.7 percent, have no set of encyclopedias.

Table LXXIX shows schools and their number of sets of encyclopedias with copyright date 1970 or later compared according to school enrollment. Schools in the enrollment categories of 301 to 400 and over 500 student enrollment were the two

TABLE LXXVIII

SCHOOLS AND THEIR FURNISH OF ENCYCLOPEDIA WITH COPYRIGHT DATE 1970 OR LATER COMPARED ACCORDING TO THE TYPE OF BOARDING HOUSE FACILITY

NUMBER OF ENCYCLOPEDIA	BOARDING ONLY N=78		DAY ONLY N=4		BOARDING AND DAY N=32	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
4 OR MORE SETS	6	7.7	1	25.0	6	18.8
3 SETS	12	15.4	1	25.0	2	6.3
2 SETS	16	20.5			10	31.2
1 SET	13	16.7			4	12.5
NO SET	31	39.7	2	50.0	10	31.2
TOTAL	78	100%	4	100%	32	100%

TABLE LXXIX

SCHOOLS AND THEIR NUMBER OF ENCYCLOPEDIA WITH COPYRIGHT DATE 1970 OR LATER COMPARED ACCORDING TO SCHOOL ENROLLMENT

NUMBER OF ENCYCLOPEDIA	UNDER 200 N=6		201 to 300 N=8		301 to 400 N=55		401 to 500 N=25		OVER 500 N=18	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
4 OR MORE SETS					6	10.9			7	38.9
3 SETS	1	12.5	3	37.5	9	16.4			2	11.1
2 SETS	2	25.0	2	25.0	11	20.0	9	36.0	2	11.0
1 SET	1	12.5	2	25.0	7	12.7	7	28.0		
NO SET	4	50.0	1	12.5	22	40.0	9	36.0	7	38.9
TOTAL	8	100%	8	100%	55	100%	25	100%	18	100%

groups of schools with four or more sets of encyclopedias. Of 55 schools with enrollment of 301 to 400, six schools, or 10.9 percent, have four or more sets of encyclopedias with copyright date 1970 or later. Of 18 schools in the over 500 enrollment category, seven schools, or 38.9 percent, have four or more sets of encyclopedias. Four schools, or 50 percent, in the under 200 enrollment category have no set of encyclopedias. Surprisingly, a large percentage of schools in the 401 to 500 and over 500 enrollment categories have no set of encyclopedias with copyright date 1970 or later. Of 25 schools in school enrollment category of 401 to 500, nine schools, or 36 percent, have no set of encyclopedias. Of 18 schools in the over 500 enrollment group, seven schools, or 38.9 percent, have no set of encyclopedias. Twenty-two schools, or 40 percent, in the enrollment category 301 to 400 students have no set of encyclopedias with copyright date 1970 or later.

Periodicals

The search for information on any subject must include the examination of materials which appear in periodical publications. Gates listed the following as the importance of periodicals in a school library collection:

1. The most recent material on a subject, especially in the field of science, technology, statistics and politics, can be found in a periodical.

2. Subjects too new, too obscure or too temporary to be covered by books are treated in periodicals.

3. The trend of interest or opinion at any given period is traced easily in periodical literature, the current issues giving contemporary information and the old issues giving a record of past ideas, problems and accomplishments.

4. Books, or parts of books, often appear first in periodicals, before they are even published as separate volumes.⁶

Table LXXX shows schools having various numbers of magazine title subscriptions compared according to geographical location of schools. It is disheartening to note the large percentage of schools without a single subscription to a magazine title. Niger State School System has the largest percentage of schools having no magazine title subscriptions. Of 11 schools in this state, seven schools, or 63.6 percent, have no magazine title subscription. Sokoto State School System has the next largest percentage of schools having no magazine title subscriptions. Of 20 schools in Sokoto State School System, eight schools, or 40 percent, have no magazine title subscriptions. Of 50 schools in Kwara State School System, 16 schools, or 32 percent, subscribed to no magazine titles. Of 18 schools in Plateau State School System, four schools, or 22.2 percent, have no magazine title subscriptions. Kano State School System has the smallest percentage of schools having no magazine title subscriptions. Of 15 schools in this state, two schools, or 13.3 percent, have no magazine title subscriptions.

TABLE XXXI

SCHOOLS HAVING VARIOUS NUMBERS OF MAGAZINE TITLE SUBSCRIPTIONS ACCORDING TO GEOGRAPHICAL LOCATION

NUMBER OF MAGAZINE TITLE SUBSCRIPTIONS	GEOGRAPHICAL LOCATION											
	KANG STATE N=15		KWANA STATE N=50		NIGRA STATE N=11		PLATLAU STATE N=18		SOKOTO STATE N=20			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
0			1	2.0								
1			3	6.0			2	11.1				
2			6	12.0								
3	4	26.7	4	8.0								
4	1	6.7	10	20.0	1	9.1	6	33.3	1	5.0		
5	4	26.7	2	4.0	2	18.2	3	16.7	3	15.0		
6	2	13.3	2	4.0								
7	2	13.3	6	12.0	1	9.1			2	10.0		
8	2	13.3	16	32.0	7	63.6	8	44.4	8	40.0		
TOTAL	15	100%	50	100%	11	100%	18	100%	20	100%		

It is important to note the wide differences in the number of magazine title subscriptions between and within the state schools. At this stage, one may assume that the differences between schools as to the number of magazine title subscriptions was due to type of boarding house facility and/or size of the student enrollment.

Table LXXXI shows schools having various numbers of magazine title subscriptions compared according to type of boarding house facility. It is disheartening to note the differences in the number of magazine title subscriptions in all types of boarding house facilities. As expected, day only group of schools has the largest percentage of schools having no magazine title subscriptions. Of four schools in this group, two schools, or 50 percent, have no magazine title subscriptions. Of 32 schools in boarding and day group, ten schools, or 31.3 percent, have no magazine title subscriptions. As expected, boarding only group has the smallest percentage of schools having no magazine title subscriptions. Of 78 schools in this group, 25 schools, or 32.1 percent, have no magazine title subscriptions. Boarding only also has the largest percentage of schools having eight magazine title subscriptions. It is important to note that most schools in the study subscribed to four or fewer magazine titles.

Table LXXXII shows schools having various numbers of magazine title subscriptions compared according to student enrollment. It is important to note wide differences in the num-

TABLE LXXXI

SCHOOLS HAVING VARIOUS MAGAZINE TITLES SUBSCRIPTION COMPARED
 ACCORDING TO TYPE OF BOARDING HOUSE FACILITY

NUMBER OF MAGAZINE TITLE SUBSCRIPTION	TYPE OF BOARDING HOUSE FACILITY					
	BOARDING ONLY N=78		DAY ONLY N=4		BOARDING AND DAY N=32	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
8	1	1.3				
7	2	2.6			3	9.4
6	4	5.2			2	6.3
5	10	12.8			5	15.6
4	14	17.9			5	15.6
3	11	14.1			3	9.4
2	3	3.8			2	50.0
1	8	10.3			3	9.4
NIL	25	32.1			10	31.3
TOTAL	78	100%	4	100%	32	100%

TABLE LXXII

SCHOOLS HAVING VARIOUS NUMBERS OF MAGAZINE TITLE SUBSCRIPTION COMPARED ACCORDING TO ENROLLMENT

NUMBER OF MAGAZINE TITLE SUBSCRIPTIONS	ENROLLMENT											
	UNDER 200 n=8		201 TO 300 n=8		301 TO 400 n=25		401 TO 500 n=25		OVER 500 n=18			
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
8								1	4.0			
7								3	12.0	2	11.1	
6						3	5.5	2	8.0	1	5.6	
5	1	12.5	2	25.0	4	7.3	3	12.0	5	27.8		
4	2	25.0			8	16.5	5	20.0	4	22.2		
3			1	12.5	12	21.8			1	5.6		
2			2	25.0	4	7.3						
1					6	10.9	3	12.0	2	11.1		
NIL	5	62.5	3	37.5	18	31.7	6	24.0	3	16.7		
TOTAL	8	100%	8	100%	55	100%	25	100%	18	100%		

ber of magazine title subscriptions in all categories of student enrollment. Size of student enrollment seems to be a factor in the percentages of schools having no magazine title subscriptions. Schools of under 200 student enrollment have the largest percentage of schools having no magazine title subscriptions. Of eight schools in this group, five schools, or 62.5 percent, have no magazine title subscriptions. Schools in the 201 to 300 student enrollment category have the next largest percentage of schools having no magazine title subscriptions. Of eight schools in this group, three schools, or 37.5 percent, have no magazine title subscriptions. Schools enrolling 301 to 400 and 401 to 500 students have about equal percentages of schools having no magazine title subscriptions. Of 55 schools in the 301 to 400 student enrollment category, 18 schools, or 32.7 percent, have no magazine title subscriptions. Of 25 schools in the 401 to 500 enrollment group, eight schools, or 32 percent, have no magazine title subscriptions. The smallest percentage of schools having no magazine title subscriptions come in the over 500 student enrollment group. Of 18 schools in this group, three schools, or 16.7 percent, have no magazine title subscriptions. Schools in the enrollment category of 401 to 500 have the largest percentage of schools having seven or more magazine title subscriptions. Two schools, or 11.1 percent of 18 schools, in the over 500 enrollment group subscribed to seven magazine title subscriptions.

Newspapers

Newspapers are an essential learning aid in any teaching-learning process. They are particularly useful in keeping teachers and students up-to-date on events. In addition to news and events, newspapers provide other features, such as illustrations, book reviews, articles in education, literary contributions and bibliographical features. The number of newspapers needed in the secondary school is determined by the demand for them, created by teachers and students.

Table LXXXIII shows schools and their number of newspaper subscriptions compared according to geographical location of schools. It is fascinating to note that all schools in Kwara, Niger and Plateau States School Systems have one or more newspaper title subscriptions. Of 15 schools in Kano State School System, two schools, or 13.3 percent, have no newspaper title subscriptions. Of 20 schools in Sokoto State School System, two schools, or 10 percent, have no newspaper title subscriptions. On the other hand, four schools, or 20 percent, in Sokoto State School System have five or more newspaper title subscriptions. Niger State School System has the largest percentage of schools having two or more newspaper title subscriptions. Of 11 schools in the Niger State School System, 10 schools, or 91 percent, have two or more newspaper subscriptions.

Table LXXXIV shows schools and their number of newspaper subscriptions compared according to the type of boarding house

TABLE LXXXIII

**SCHOOLS AND THEIR NUMBER OF NEWSPAPER-TITLE SUBSCRIPTIONS
COMPARED ACCORDING TO GEOGRAPHICAL LOCATION**

Number of Magazine Title Subscriptions	Kano N=15		Kwara N=50		Niger N=11		Plateau N=18		Sokoto N=20	
	No.	%	No.	%	No.	%	No.	%	No.	%
5 or more			4	8.0			2	11.1	2	10.0
4	3	20.0	12	24.0					4	20.0
3	6	40.0	22	44.0	5	45.5	5	27.8	8	40.0
2	4	26.7	10	20.0	5	45.5	7	38.9	4	20.0
1	1	6.7	2	4.0	1	9.1	4	22.2		
None	2	13.3							2	10.0
TOTAL	15	100%	50	100%	11	100%	18	100%	20	100%

TABLE LXXIV

SCHOOLS AND THEIR NUMBER OF NEWSPAPER TITLE SUBSCRIPTION COMPARED
 ACCORDING TO THE TYPE OF BOARDING HOUSE FACILITY

NUMBER OF NEWSPAPER TITLE SUBSCRIPTION	BOARDING ONLY N=78		DAY ONLY N=4		BOARDING AND DAY N=32	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
5 OR MORE	5	6.4			3	9.4
4	13	16.7			6	18.8
3	30	38.5	2	50.0	14	43.8
2	22	28.2	2	50.0	6	18.8
1	6	7.7			1	3.1
NONE	2	2.6			2	6.2
TOTAL	78	100%	4	100%	32	100%

facility. It is encouraging to note that all schools in the day only group of schools subscribe to two or more newspaper titles. Of four schools in the day only group, two schools, or 50 percent, subscribe to three newspaper titles. Surprisingly, boarding and day group of schools have the largest percentage of schools having five or more newspaper title subscriptions. Of 32 schools in boarding and day group of schools, three schools, or 9.4 percent, have five or more newspaper title subscriptions. Of 78 schools in boarding only group, seven schools, or 9 percent, have five or more newspaper title subscriptions. Boarding and day group of schools also have the largest percentage of schools having no newspaper subscriptions. Of 32 schools in boarding and day group of schools, two schools, or 6.2 percent, have no newspaper subscriptions. Of 78 schools in boarding only group, two schools, or 2.6 percent, have no newspaper title subscriptions.

The largest percentage of schools subscribed to two or three different newspapers. Twenty-two schools, or 28.2 percent, of boarding only type of schools subscribed to two newspaper titles; another 29 schools, or 37.2 percent, subscribed to three newspaper titles. On the other hand, six schools, or 18.8 percent, of schools in boarding and day group of schools have two newspaper title subscriptions; another 14 schools, or 43.8 percent, subscribed to three newspaper titles.

Table LXXXV shows schools and their number of regular newspaper title subscriptions compared according to student enrollment. It is interesting to note that all schools in the student enrollment categories of 401 to 500 and over 500 have two or more newspaper title subscriptions. Schools in the student enrollment categories of under 200, 201 to 300, and 301 to 400 need to improve the number of their newspaper title subscriptions. Two schools, or 25 percent, of schools in student enrollment category of under 200 have no newspaper title subscriptions.

In schools visited by the author, one common problem often mentioned was the lack of reliable bookshops, book publishing agents with whom they could order their school needs, particularly school textbooks and library materials. This problem cannot be cited as the reason for having no newspaper title subscriptions. New Nigeria newspaper and some other newspapers use all types of transportation systems to reach the community. For this reason all schools with no newspaper subscriptions need only to contact newspapers of their choice and subscribe immediately. It must be stressed again that the provision of a large and balanced collection of newspapers will enhance student reading activities and stimulate their interest in everyday world affairs.

TABLE LXXX

SCHOOLS AND THEIR NUMBER OF NEWSPAPER TITLE SUBSCRIPTION CONTAINED ACCORDING TO SCHOOL ENROLLMENT

NUMBER OF NEWSPAPER TITLE SUBSCRIPTION \$ OR NONE	UNDER 200 N=8		201 to 300 N=8		301 to 400 N=15		401 to 500 N=25		OVER 500 N=18	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
4	2	25.0			11	20.0	3	12.0	3	16.7
3	2	25.0	1	12.5	22	40.0	13	52.0	8	44.4
2	2	25.0	3	37.5	17	30.9	3	12.0	5	27.8
1			3	37.5	6	7.3				
NONE	2	25.0	1	12.5	1	1.8				
TOTAL	9	100%	8	100%	55	100%	25	100%	18	100%

Distribution of Newspapers in Secondary Schools

In providing newspapers for the school library, it is essential that the collection should include local and national newspapers. The local newspapers help keep the teachers and students in contact with everyday happenings in their environment. The national newspapers, on the other hand, are to keep the teachers and students informed of the country and world affairs. In the inquiry form sent to selected secondary schools in Nigeria, respondents were asked to name the three most regular newspapers the school received. The rationale for the item on the inquiry form was based on the need to know which state school systems have a balanced newspaper subscription and which newspapers are widely read in secondary schools.

Table LXXXVI shows distribution of the five newspapers commonly found in the various schools by geographical location of schools. New Nigerian newspaper seems to be the most common newspaper. Of 114 schools in this study, 92 schools subscribed to New Nigerian newspaper. It must be pointed out that prior to late 1975, when the Federal Government took over the control of New Nigerian and Daily Times newspapers, New Nigerian was a local newspaper for the schools in this study. Daily Times newspaper, the once successful commercial newspaper, was the next most commonly found in schools. Of 114 schools in the study, 68 schools, or 59.6 percent, subscribed to the paper. It is interesting to note that Nigerian Herald, the Kwara State newspaper, was the next most commonly read newspaper in the schools. Of 114 schools

TABLE LXXXVI
 DISTRIBUTION OF THE FIVE NEWSPAPERS MOST COMMONLY
 FOUND IN THE VARIOUS SCHOOLS COMPARED ACCORDING
 TO GEOGRAPHICAL LOCATION

Geograph- ical Location	Newspaper Titles									
	Daily Times		Gaskiya		Newspaper		Nigerian		Nigeria	
	No.	%	No.	%	No.	%	No.	%	No.	%
Kano	9	50.0	7	46.7	12	50.0	1	7.7	1	7.7
Kwara	37	74.0	--	--	38	76.0	48	96.0	--	--
Niger	8	72.7	3	27.3	11	100.0	5	45.5	--	--
Plateau	6	33.3	3	16.7	15	53.3	--	--	19	100.0
Sokoto	8	40.0	6	30.0	16	80.0	5	25.0	--	--
TOTAL FOR ALL STATES	68	59.6	19	16.7	92	80.7	62	54.4	19	15.8

* Percentages reported in the table are % of schools having the newspaper within each state school system.

TABLE LXXXVII
 SCHOOLS HAVING PROFESSIONAL MATERIAL COLLECTIONS
 COMPARED ACCORDING TO GEOGRAPHICAL LOCATION

Geographical Location	Have Professional Collections		Do Not Have Professional Collections		Total Number of Schools Represented
	No.	%	No.	%	
Kans.	9	50.0	6	40.0	15
Nebr.	27	56.0	23	46.0	50
Wyer	5	45.5	6	54.5	11
Platenn	12	66.7	6	33.3	18
Sokato	6	30.0	14	70.0	20
TOTAL	59		55		114

having professional collections. Of 17 schools in the State of 12 schools, or 70.6 percent, have professional collections. Kansas has 10 schools having professional collections. Of 10 schools in the State, nine schools, or 90 percent, have professional collections. Of 30 schools in Iowa, 20 schools, or 66.7 percent, have professional collections. Of 11 schools in the State School System, five schools, or 45.5 percent, have professional collections. Sokoto State School System has the smallest percentage of schools having professional collections. Of 26 schools in Sokoto, six schools, or 23 percent, have professional collections. No comparison on type of boarding house facility is made because this variable is not considered as an important factor in the question under consideration.

Table LXXXVIII shows schools having professional material collections compared according to school enrollment. Contrary to expectations, large school enrollment seems to be no factor in schools having professional materials. Surprisingly, schools in the enrollment category of under 200 have the largest percentage of schools having professional collections. Of eight schools in this group, six schools, or 75 percent, have professional collections. The next largest percentage was schools in the enrollment category of 501 to 600 students. Of 25 schools in this group, 16 schools, or 64 percent, have professional collections. Of eight schools in the 201 to 300 student enrollment category, five schools, or 62.5 percent, have professional

TABLE LXXVIII
 SCHOOLS HAVING PROFESSIONAL MATERIAL COLLECTIONS
 COMPARED ACCORDING TO ENROLLMENT

Enrollment	Have Professional Collections		Do Not Have Professional Collections		Total Number of Schools Represented
	No.	%	No.	%	
under 200	6	75.0	2	25.0	8
201 to 300	5	62.5	3	37.5	8
301 to 400	25	41.8	32	58.2	57
401 to 500	16	64.0	9	36.0	25
over 500	9	50.0	9	50.0	18
TOTAL	59		55		114

collections in schools of over 75 student enrollment, and schools, or 50 percent, have professional material collections. Schools in the enrollment category of 71 to 75 students have the smallest percentage of schools having professional collections. Of 50 schools in this group, 19 schools, or 38 percent, have professional material collections.

Location of the Professional Material Collections

It is not enough to maintain professional material collections; such collections must be easily accessible to teachers and other school administrators. The school library is an ideal place for professional material collections. In a study of selected secondary school libraries in Nigeria, respondents were asked to indicate the location of the professional materials.

Table LXXXIX shows location of the professional materials compared according to the geographical location of schools. Many schools in the study have their professional materials located in the staff room, some in the principal's office, others are scattered in the library, staff room and principal's office. Of schools having professional materials located in the school library, Niger State School System has the largest percentage. Of five schools in this state having professional collections, four schools, or 80 percent, have the materials in the school library. Of 12 schools in Plateau State School System having professional collections, nine schools, or 75 percent, have professional materials in the library. Of nine schools having profes-

professional materials in the Niger State School System, six schools, or 66.7 percent, keep their material in the school library. Of 27 schools in the professional collection in Niger State School System, 18 schools, or 66.9 percent, have these materials in the library. Okeja State School System has the smallest percentage of schools having professional material collection in the school library. Of 18 schools in this state, two schools, or 11.3 percent, have their collections in the school library.

Table XC shows location of professional material collections compared according to school enrollment. Surprisingly, schools in the enrollment categories of under 200 and 201 to 300 have the largest percentage of schools having professional materials in the library. Schools with enrollment of over 500 students have the smallest percentage of schools having their professional collections in the school library. Of nine schools in this group, two schools, or 22.2 percent, have professional material in the library. Of 16 schools in the enrollment category of 401 to 500 students, 11 schools, or 68.8 percent, have the professional materials in the school library.

Table XCI shows schools compared according to the number of books in the professional collections by geographical location of the schools. It is disheartening to note the low percentage of schools having 50 or more books in their professional collections. In the opinion of the author, professional collections of less than 50 items is inadequate. Niger State School

TABLE XC

LOCATION OF THE PROFESSIONAL MATERIALS (CONRAD)
ACCORDING TO SCHOOL EQUIPMENT

LOCATION OF THE COLLECTIONS	UNCLER. 200 11-6			201 TO 300 11-5			301 TO 400 11-4			401 TO 500 11-3			501 TO 600 11-2			601 TO 700 11-1		
	NO. OF ITEMS	NO. OF SPEAKERS	NO. OF RECORDS	NO. OF ITEMS	NO. OF SPEAKERS	NO. OF RECORDS	NO. OF ITEMS	NO. OF SPEAKERS	NO. OF RECORDS	NO. OF ITEMS	NO. OF SPEAKERS	NO. OF RECORDS	NO. OF ITEMS	NO. OF SPEAKERS	NO. OF RECORDS	NO. OF ITEMS	NO. OF SPEAKERS	NO. OF RECORDS
LIBRARY	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
CLASS ROOM	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
TEACHERS' COLLEGE	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
OFFICE	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
TOTAL	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

has the largest percentage of schools having more than 50 books in their professional collections. Of 100 schools in Niger State, three schools, or 3 percent, have more than 50 books in the professional collection. Of 100 schools in State School System, two schools, or 2 percent, have more than 50 books in the professional collection. Of 27 schools in the States have equal percentages of schools having more than 50 books in the professional collection. Owerri State School System has the smallest percentage of schools having 50 or more books in their professional collections. Of 27 schools in this state, eight schools, or 29.6 percent, have more than 50 books in the professional collection.

Table XCII shows schools compared according to the number of books in the professional collection by student enrollment. It is surprising to note that no school in the over 500 student enrollment group of schools has more than 50 books in the professional collection of materials. One would have expected that schools of large student enrollment would have large numbers of teachers, which, in turn, would need large collections of professional materials.

Schools in the enrollment category of 401 to 500 have the largest percentage of schools having more than 50 books in the professional collection. Of 16 schools in this group, 12 schools, or 75 percent, have more than 50 books in the professional collection. Schools in the enrollment category of 201 to 350 have the next largest percentage of schools having more than 50 than

TABLE XCI

SCHOOLS COMPARED ACCORDING TO THE NUMBER OF BONES OF THE PROSPECTIVE COLLECTION OBTAINED BY SCHOOL NY

TABLE NUMBER OF BONES	SCHOOL NY					TOTAL
	1	2	3	4	5	
1	1	1	1	1	1	5
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
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99						
100						

in the professional collection. Of the schools in the group of schools, three (30%) reported to have no collection of books in the professional collection. Six (75%) reported no present category of books of any kind, but one reported having more than 50 books in its professional collection.

Audio-Visual Materials

Experience has shown that many audio-visual materials present concepts more vividly to a student than does the printed page. Maps, atlases and globes showing various projections, as well as physical, economic, political and historical data, are essential study tools for the modern student. Filmstrips and filmslides present in visual form many aspects of knowledge. Projected for a class, or viewed individually by a student in the library, the filmstrip or filmslide provides an opportunity for examination and discussion. Records and tapes bring famous speeches, poetry readings, and theatrical scenes to life in the classroom.⁷

As stated previously, the study did not purport to delve deeply into the audio-visual aspects of school library programs, because from the series of correspondence between the people in the field and the investigator, there seems to be ample evidence that many schools do not own audio-visual materials.

Table XCIII shows schools having various kinds of audio-visual materials in the school or library compared according to geographical location of the schools. The author is aware that

lack of electricity supply in one school has been found to have hindered many schools from purchasing night teaching materials and materials for this reason, the majority of the schools have no visual materials and no facilities for purchase of the more expensive audio-visual materials. It is disheartening to note that some schools indicated they had no globe. Of the schools having globe, *Ebony State School System* has the highest percentage of schools having globe. Of 15 schools in this state, 11 schools, or 73.3 percent, have globes. The *Wight State School System* had the next largest percentage of schools having globes for use as audio-visual materials. Of 11 schools in this state, eight schools, or 72.8 percent, have globes. Of 50 schools in *Kwara State School System*, 32 schools, or 64 percent, have globes in the school. Of 20 schools in *Sokoto State School System*, ten schools, or 50 percent, have globes. *Plateau State School System* has the smallest percentage of schools having globes in the schools.

Table XCIV shows schools having various kinds of audio-visual materials in the school compared according to type of boarding house facility. One would expect the boarding only group of schools to have the largest percentage of variety of audio-visual materials. Surprisingly, boarding and day group of schools has the largest percentage of schools having audio-visual materials. Of 37 schools in this group, 28 schools, or 75 percent, have globes in the school. Of 78 schools in boarding only group of schools, 41 schools, or 52.6 percent, have

TABLE XCIV

SCHOOLS HAVING VARIOUS KINDS OF AUDIO-VISUAL MATERIALS IN THE FORTY-NINE STATES
 COMPARED ACCORDING TO THE TYPE OF DOMESTIC HOUSE TENURE

AUDIO-VISUAL MATERIALS	TYPE OF DOMESTIC HOUSE TENURE				
	RENTING ONLY		OWN ONLY		TOTAL
	NUMBER	PERCENT OF 79	NUMBER	PERCENT OF 79	
GRAMMERS	41	51.9	2	2.5	43
TEACH PARTICIPANTS	10	12.8			10
PICTURES	3	3.8	2	2.5	5
FLUOROSCOPES	16	20.4			16
SLIDES	2	2.5			2
MUSIC	3	3.8	1	1.3	4
TOTAL	77		5		82

globes or other visual materials in school. The total number of schools having globe facilities is 100, or 100 percent of schools in school. Of four schools in the enrollment category of 501 to 600 percent, have globe facilities. 4.

Table XXV shows schools with globe facilities and other visual materials in the school category of enrollment. As expected, schools in the over 500 enrollment category have the largest percentage of schools with globe facilities in school. Of 18 schools in this group, 17 schools, or 94.4 percent, have globes in school. The next largest percentage of schools having globes in school were schools in the category of 401 to 499 student enrollment. Of 55 schools in this group, 34 schools, or 61.8 percent, have globes in school. Of 25 schools in the enrollment category of 301 to 399, 14 schools, or 56 percent, have globes in school. Schools in the enrollment categories of under 200 and 201 to 300 have equal percentages of schools having globes in school. Of eight schools in enrollment category of under 200 students, three schools, or 37.5 percent, have globes in school.

In summary, this chapter analyzed data on library material collections. It was noted that there were shortages of books in all states, type of boarding house facility and in all enrollment categories. The reasons for the shortages are hard to explain, because differences in school library materials are everywhere. During the author's visits to some of the schools, some principals attributed the shortages to lack of a reliable book-buying

TABLE 200

STOLES HAVING VARIOUS KINDS OF ADDITIONAL MATERIALS IN THE STITCHES OF THE SHOES
 PREPARED ACCORDING TO PATENT NO. 1,100,000

STOLE	MATERIAL	NO. OF SHOES	NO. OF STITCHES	PERCENTAGE		NO. OF STITCHES	NO. OF STITCHES	NO. OF STITCHES
				OF STITCHES	OF STITCHES			
1	100%	1	100%	100%	1	1	1	1
2	100%	1	100%	100%	1	1	1	1
3	100%	1	100%	100%	1	1	1	1
4	100%	1	100%	100%	1	1	1	1
5	100%	1	100%	100%	1	1	1	1
6	100%	1	100%	100%	1	1	1	1
7	100%	1	100%	100%	1	1	1	1
8	100%	1	100%	100%	1	1	1	1
9	100%	1	100%	100%	1	1	1	1
10	100%	1	100%	100%	1	1	1	1
11	100%	1	100%	100%	1	1	1	1
12	100%	1	100%	100%	1	1	1	1
13	100%	1	100%	100%	1	1	1	1
14	100%	1	100%	100%	1	1	1	1
15	100%	1	100%	100%	1	1	1	1
16	100%	1	100%	100%	1	1	1	1
17	100%	1	100%	100%	1	1	1	1
18	100%	1	100%	100%	1	1	1	1
19	100%	1	100%	100%	1	1	1	1
20	100%	1	100%	100%	1	1	1	1
21	100%	1	100%	100%	1	1	1	1
22	100%	1	100%	100%	1	1	1	1
23	100%	1	100%	100%	1	1	1	1
24	100%	1	100%	100%	1	1	1	1
25	100%	1	100%	100%	1	1	1	1
26	100%	1	100%	100%	1	1	1	1
27	100%	1	100%	100%	1	1	1	1
28	100%	1	100%	100%	1	1	1	1
29	100%	1	100%	100%	1	1	1	1
30	100%	1	100%	100%	1	1	1	1
31	100%	1	100%	100%	1	1	1	1
32	100%	1	100%	100%	1	1	1	1
33	100%	1	100%	100%	1	1	1	1
34	100%	1	100%	100%	1	1	1	1
35	100%	1	100%	100%	1	1	1	1
36	100%	1	100%	100%	1	1	1	1
37	100%	1	100%	100%	1	1	1	1
38	100%	1	100%	100%	1	1	1	1
39	100%	1	100%	100%	1	1	1	1
40	100%	1	100%	100%	1	1	1	1
41	100%	1	100%	100%	1	1	1	1
42	100%	1	100%	100%	1	1	1	1
43	100%	1	100%	100%	1	1	1	1
44	100%	1	100%	100%	1	1	1	1
45	100%	1	100%	100%	1	1	1	1
46	100%	1	100%	100%	1	1	1	1
47	100%	1	100%	100%	1	1	1	1
48	100%	1	100%	100%	1	1	1	1
49	100%	1	100%	100%	1	1	1	1
50	100%	1	100%	100%	1	1	1	1

and need agents to visit schools. (4) Library material and the frequency of books in the library are rather low. (5) Lack of proper educational facilities of the library. In the opinion of the author, the shortage of books is due to lack of budget allocated to school libraries. The author has also found the following: (1) A principal of a state school in Karnataka has returned a large sum of money to the Ministry of Education because of lack of space in the library to keep the materials. (2) A principal of a respectable government secondary school in Kohato State returned a large sum of money to the Ministry of Education because he could not secure suitable library materials for the school. An establishment of a library department within the Ministry of Education could have solved both problems.

SUMMARY

This chapter analysed data on school library material collections. The data revealed acute shortages of books, magazines, newspapers and audio-visual materials in most schools, irrespective of geographical location, type of boarding house facility or size of student enrolment. Wide variations exist in the range of library books, magazines, newspapers and audio-visual materials both within and between state school systems, in different boarding house facilities and in schools of varying student enrolment.

FOOTNOTES TO CHAPTER 1111

1. Nichol, M. L. (1976), pp. 111-112.
2. Adams, C. M., "The School Library in the 1970s: A Statistical Study," Journal of Educational Research, Vol. 69, No. 2, Winter 1974, pp. 127-146.
3. Media Programs, District of Columbia, 1974, p. 86.
4. Clapp, V. W. and Robert F. Brown, "Correlations: Criteria for Adequacy of Academic Library Collections," Library Research Bulletin, No. 3, Summer 1970, quoted in Robert Wood, "Forty Years For Study: An Investigation of Alternatives in Collection Design," School Library Quarterly, Vol. 4, No. 2, Winter 1976, pp. 116-120.
5. Russoff, Martin, The Library in High School Teaching, 2d ed., The H. W. Wilson Co., 1961, p. 137.
6. Gates, Jean E. (1974), op. cit., p. 100.
7. Canadian School Library Association, Standards of Library Service for Canadian School Libraries, The Ryerson Press, Canada, 1967, p. 13.

CHAPTER IX

FINANCIAL SUPPORT OF SCHOOL LIBRARY PROGRAMS

The effective operation of a library program is dependent upon three essential factors: (1) personnel, (2) materials, and (3) financial support. In Chapter IX and X, the personnel and material aspects of library programs in selected secondary schools in Nigeria were analyzed.

It is the purpose of this chapter to analyze the financial support of school library programs in selected secondary schools in Nigeria. Table XVI shows ranges of library budget allocated according to geographical location. The table clearly shows a lack of uniform budgets between and within the states. Of the five state school systems in the study, Niger and Plateau budgets appear to be more uniform. Kano, Kwara and Sokoto school systems seem to lack uniformity. Of 70 schools in Sokoto State School System, six schools, or 30 percent, budgeted ₦400 to ₦600. On the other hand, one school, or 5 percent, budgeted ₦1,800 to ₦2,000. One Naira = U.S. \$1.60.

The reason for lack of uniform budgeting may be explained by type of boarding house facility and size of the student enrollment. Most of the schools in Plateau are in the enrollment category of 301 to 400 students. On the other hand, size of the student enrollment varies widely in Kano, Kwara and Sokoto school systems.

TABLE XCVI

RANGES OF LIBRARY BUDGET COMPARED ACCORDING TO GEOGRAPHICAL LOCATION

Ranges of Budget	Geographical Location						Total Number	
	Kano		Kwara		Zaria		Kano	Kwara
	No.	%	No.	%	No.	%		
N1 to N200	3	6.0	3	18.2			6	6.0
N200 to N400	1	6.7	4	8.0	1	9.1	6	30.0
N400 to N600	4	26.7	9	18.0	3	27.3	2	19.0
N600 to N800	1	6.7	6	12.0	2	18.2	5	25.0
N800 to N1,000	4	26.7	10	20.0	3	18.2	3	14.7
N1,000 to N1,200	3	20.0	7	14.0			1	5.0
N1,200 to N1,400	1	6.7	4	8.0	2	11.1	2	10.0
N1,400 to N1,600	1	6.7	6	12.0	1	9.1	2	10.0
N1,600 to N1,800			1	2.0			1	5.0
N1,800 to N2,000			1	2.0			1	5.0
TOTAL	15	100%	50	100%	11	100%	18	100%

Table 2C712 shows ranges of school library budget compared according to type of school. Table 2C713 shows budget in different groups of schools. Table 2C714 shows percentage of schools in each budget category. As expected, the two largest categories of schools has the largest percentage of school libraries. In the category as library budget of \$4,000 schools in boarding and day schools, four schools, or 5.1 percent, budgeted \$1,000 or more for the school libraries. Of 37 schools in boarding and day group of schools, two schools, or 6.3 percent, budgeted \$1 to \$200. An analysis of the ranges of the school library budget will be more meaningful when compared according to student enrollment.

Table 2C7111 shows ranges of school library budget compared according to school enrollment. As expected, the larger the size of a school's enrollment, the larger is the school library budget. Of 19 schools in the enrollment category of over 500 students, two schools, or 11.1 percent, budgeted \$1,500 to \$2,000. It must be pointed out that the lowest budget for the school libraries in over 500 student enrollment category was \$400 to \$500. Three schools, or 16.6 percent, budgeted \$400 to \$699. On the other hand, schools in the enrollment category of under 250 students have the largest percentage of schools with a library budget of \$1 to \$200. Of eight schools in the group of schools, three schools, or 37.5 percent, budgeted \$1 to \$200. Of eight schools in the enrollment category of 250

TABLE XCIII

RANGES OF LIBRARY BUDGET COMPARED ACCORDING TO TYPE OF BOARDING HOUSE FACILITY

Ranges of Budget	Type of Boarding House Facility					
	Boarding Only		Boarding and Dining		Total Number	
	No.	%	No.	%	No.	%
\$1 to \$200	1	2.6	3	6.3	4	10.3
\$200 to \$600	11	28.7	3	15.8	14	35.7
\$600 to \$800	14	37.9	2	10.0	16	41.4
\$800 to \$1,000	13	36.7	3	15.6	16	41.4
\$1,000 to \$1,500	10	26.7	2	10.0	12	31.0
\$1,500 to \$1,200	8	20.9	3	15.4	11	28.4
\$1,200 to \$1,400	6	15.7	3	15.4	9	23.2
\$1,400 to \$1,600	5	13.4	5	25.6	10	25.8
\$1,600 to \$1,800	3	7.6			3	7.6
\$1,800 to \$1,000	2	5.1	2	10.0	4	10.3
TOTAL	78	100%	4	100%	114	100%

TABLE XVIII
RANGES OF LIBRARY BUDGET COMPARED ACCORDING TO SCHOOL ENROLLMENT

Ranges of Budget	School Enrollment		School Budget		School Budget	
	No.	%	1901 to 1902	1902 to 1903	1903 to 1904	1904 to 1905
Under \$200	3	17.5	1	12.5	1	12.5
\$200 to \$400	1	5.0	1	12.5	1	12.5
\$400 to \$600	2	10.0	1	12.5	1	12.5
\$600 to \$800	2	10.0	1	12.5	1	12.5
\$800 to \$1,000	2	10.0	1	12.5	1	12.5
\$1,000 to \$1,200	2	10.0	1	12.5	1	12.5
\$1,200 to \$1,400	2	10.0	1	12.5	1	12.5
\$1,400 to \$1,600	2	10.0	1	12.5	1	12.5
\$1,600 to \$1,800	2	10.0	1	12.5	1	12.5
\$1,800 to \$2,000	2	10.0	1	12.5	1	12.5
\$2,000 to \$2,200	2	10.0	1	12.5	1	12.5
\$2,200 to \$2,400	2	10.0	1	12.5	1	12.5
\$2,400 to \$2,600	2	10.0	1	12.5	1	12.5
\$2,600 to \$2,800	2	10.0	1	12.5	1	12.5
\$2,800 to \$3,000	2	10.0	1	12.5	1	12.5
\$3,000 to \$3,200	2	10.0	1	12.5	1	12.5
\$3,200 to \$3,400	2	10.0	1	12.5	1	12.5
\$3,400 to \$3,600	2	10.0	1	12.5	1	12.5
\$3,600 to \$3,800	2	10.0	1	12.5	1	12.5
\$3,800 to \$4,000	2	10.0	1	12.5	1	12.5
\$4,000 to \$4,200	2	10.0	1	12.5	1	12.5
\$4,200 to \$4,400	2	10.0	1	12.5	1	12.5
\$4,400 to \$4,600	2	10.0	1	12.5	1	12.5
\$4,600 to \$4,800	2	10.0	1	12.5	1	12.5
\$4,800 to \$5,000	2	10.0	1	12.5	1	12.5
\$5,000 to \$5,200	2	10.0	1	12.5	1	12.5
\$5,200 to \$5,400	2	10.0	1	12.5	1	12.5
\$5,400 to \$5,600	2	10.0	1	12.5	1	12.5
\$5,600 to \$5,800	2	10.0	1	12.5	1	12.5
\$5,800 to \$6,000	2	10.0	1	12.5	1	12.5
\$6,000 to \$6,200	2	10.0	1	12.5	1	12.5
\$6,200 to \$6,400	2	10.0	1	12.5	1	12.5
\$6,400 to \$6,600	2	10.0	1	12.5	1	12.5
\$6,600 to \$6,800	2	10.0	1	12.5	1	12.5
\$6,800 to \$7,000	2	10.0	1	12.5	1	12.5
\$7,000 to \$7,200	2	10.0	1	12.5	1	12.5
\$7,200 to \$7,400	2	10.0	1	12.5	1	12.5
\$7,400 to \$7,600	2	10.0	1	12.5	1	12.5
\$7,600 to \$7,800	2	10.0	1	12.5	1	12.5
\$7,800 to \$8,000	2	10.0	1	12.5	1	12.5
\$8,000 to \$8,200	2	10.0	1	12.5	1	12.5
\$8,200 to \$8,400	2	10.0	1	12.5	1	12.5
\$8,400 to \$8,600	2	10.0	1	12.5	1	12.5
\$8,600 to \$8,800	2	10.0	1	12.5	1	12.5
\$8,800 to \$9,000	2	10.0	1	12.5	1	12.5
\$9,000 to \$9,200	2	10.0	1	12.5	1	12.5
\$9,200 to \$9,400	2	10.0	1	12.5	1	12.5
\$9,400 to \$9,600	2	10.0	1	12.5	1	12.5
\$9,600 to \$9,800	2	10.0	1	12.5	1	12.5
\$9,800 to \$10,000	2	10.0	1	12.5	1	12.5
TOTAL	17	100%	17	100%	17	100%

to 370 students, or 14.1, or 17.5 percent, budgeted N1 to N20. It is interesting to note that the school library budget for school enrollment categories of 11 to 100 and 101 to 500 was 100 percent of 15 schools in the 11 to 100 enrollment category, or 100 percent, or 16.4 percent, budgeted N200 to N300. Of 25 schools in the 101 to 500 student enrollment group, five schools, or 20 percent, budgeted N10 to N100.

Table A11A shows the rates of school library budgets per pupil compared according to geographical location. School library budget per pupil is low in the five states in the study. Of 114 schools in the study, 15 schools, or 13.2 percent, have budgeted more than N2.25, an equivalent of \$3.60. It is disheartening to note that more than half of the schools in the study budgeted N1 (One Naira) or less for the library. Of the five state school systems, Kano State School System seems to be doing a better job. Of 15 schools in this state, five schools, or 33.3 percent, budgeted for more than N2.25 per student for library purposes.

On the other hand, Kwara, Niger and Plateau States need to improve their library budget per pupil. In addition, Kwara needs a more uniform budget per pupil than now exists. Of 50 schools in the Kwara State School System, 12 schools, or 24 percent, have 50 kobo or less as library budget per pupil. Ten schools, or 20 percent, also in the Kwara State School System, have more than N2.25 per pupil as library budget. Of 11 schools in the Niger State School System, four schools, or 36.4 percent,

TABLE XCIX
 RANGES OF LIBRARY BUDGET PER PUPIL COMPARED
 ACCORDING TO GEOGRAPHICAL LOCATION

Ranges of Budget	Geographical Location										Total Number of Schools	Total Number of Pupils	
	No.	%	Less than \$1.00	\$1.00 - 1.25	1.25 - 1.50	1.50 - 1.75	1.75 - 2.00	2.00 - 2.25	More than \$2.25	Total			
Less than 25K	4	8.0	2	16.2	2	17.1				4	20.0	14	11.1
25 - 50K	3	15.0	2	16.2			1	5.6		4	20.0	7	5.6
50 - 75K	2	4.0										2	1.6
75 - \$1.00	2	13.3	4	31.0	5	45.5	8	64.4		6	30.0	14	11.1
\$1.00 - 1.25	2	4.0					6	33.3		1	5.0	7	5.6
\$1.25 - 1.50	1	6.7	2	16.2					1	5.0	16.2	3	2.4
\$1.50 - 1.75	6	40.0							1	5.0	45.0	7	5.6
\$1.75 - 2.00			4	31.0	1	8.1					31.0	5	4.0
\$2.00 - 2.25	1	6.7	16	128.0							128.0	17	13.3
More than \$2.25	5	33.3	10	76.0							76.0	15	11.1
TOTAL	15	100%	50	100%	11	100%	18	100%	20	100%	100%	115	100%

have 50 kobo or less as library budget per pupil. Of 18 schools in the 27 boarding school group, two schools, or 11.1 percent, have less than 25 kobo per pupil as library budget. The 50 kobo or less as library budget is done well either of 20 schools in the day only group schools, or 10 percent, have 50 kobo or less as library budget per pupil. Another four schools in Sokoto State have more than N2.25 per pupil as library budget.

Table C shows the ranges of school library budgets per pupil compared according to type of boarding house facility. There is a lack of uniformity in the amount of money budgeted for the library per pupil in all types of boarding house facilities. Boarding and day group of schools has the largest percentage of schools having less than 25 kobo per pupil as library budget. Of 33 schools in the boarding and day group of schools, four schools, or 12.1 percent, have less than 25 kobo per pupil as library budget. Of 28 schools in boarding only group of schools, four schools, or 14.3 percent, have less than 25 kobo per pupil. It is interesting to note that of four schools in day only group, two schools, or 50 percent, have N1.50 to N1.75 per pupil as library budget. Another two schools, or 50 percent, in day only group have N2 to N2.25 as library budget per pupil. Fifteen schools, or 53.6 percent, of the schools in the study have more than N2.75 budgeted per pupil. Of 78 schools in boarding only type of schools, 12 schools, or 15.4 percent, have more than N2.25 per pupil as library budget. Of 33 schools in board-

TABLE C
RANGES OF LIBRARY BUDGET PER PUPIL COMPARED
ACCORDING TO TYPE OF BOARDING HOUSE FACILITY

Ranges of Budget	Boardings Only		Boarding House Facility		Total	
	No.	%	No.	%	No.	%
less than 25k	6	3.1	4	12.5	10	12.9
25 - 50k	12	15.4	2	6.3	14	18.3
50 - 75k	5	6.4	2	6.3	7	9.1
75k - \$1 00	21	26.9	4	12.5	25	31.2
\$1 00 - 1.25	10	12.8			10	12.9
\$1 25 - 1.50	1	1.3	2	6.3	3	3.8
\$1 50 - 1.75	5	6.4	2	50.0	7	9.1
\$1.75 - 2.00	5	6.4	5	15.6	10	12.9
\$2.00 - 2.25	3	3.8	2	50.0	5	6.4
more than \$2.25	12	15.4	3	9.4	15	19.3
TOTAL	78	100%	4	100%	82	100%

ing and day group of schools, three (12.5) percent have more than N2.25 per pupil as library budget.

Table 61 and a review of Table 11, which contain a detailed comparison of library budgets to school enrollment. In this treatment, it is noted that schools with small student enrollment have the highest per pupil for library purposes. Of schools with enrollment less than 25 kobo per pupil as library budget, schools with under 200 student enrollment have the largest percentage. Of eight schools in this group, three schools, or 37.5 percent, have less than 25 kobo per pupil as library budget. Of eight schools in the 201 to 300 student enrollment category, two schools, or 25 percent, have less than 25 kobo per pupil as library budget. Of 25 schools in the 401 to 500 student enrollment category, two schools, or 8 percent, have less than 25 kobo per pupil as library budget. Schools in the enrollment category of 401 to 500 students have the largest percentage of schools having more than N2.25 per pupil. Of 25 schools in this group, six schools, or 24 percent, have more than N2.25 per pupil as library budget. Of 18 schools in the over 500 student enrollment category, three schools, or 16.7 percent, have more than N2.25 per pupil as library budget.

In the professional opinion of the writer, there is a need for better planning as to the minimum money a school must set aside for library purposes. A sum of N2.25 per pupil as the library budget is low compared to the importance of the library in learning-teaching process.

TABLE CI
 RANGES OF LIBRARY BUDGET PER PUPIL COMPARED
 ACCORDING TO SCHOOL ENROLLMENT

Ranges of Budget	School Enrollment													
	Under 200		201 to 300		301 to 400		401 to 500		501 to 600		601 to 700		Total Number Schools	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Less than 25k	3	37.5	2	25.0	1	1.9	2	5.0					3	11.1
25 - 50k	2	25.0	3	37.5	3	14.5	1	1.0					3	11.1
50 - 75k			2	25.0	3	5.5							3	11.1
75k - \$1.00	3	37.5	1	12.5	10	16.2	3	12.0	3	12.0	2	11.1	19	66.7
\$1.00 - 1.25					3	9.1	3	12.0					3	11.1
\$1.25 - 1.50					3	9.1							3	11.1
\$1.50 - 1.75					4	7.3	2	8.0	1	3.6			3	11.1
\$1.75 - 2.00					6	10.9	4	16.0					6	22.2
\$2.00 - 2.25					9	16.4	4	16.0	2	11.1			6	22.2
More than \$2.25					6	10.9	6	24.0	3	12.0			6	22.2
TOTAL	8	100%	8	100%	55	100%	25	100%	18	100%	18	100%	113	100%

Figure 4.11: Urgent need for more money for the library

Figure 4.11 shows that 91.6 percent of the schools in general indicated that they need more money for their school libraries. The majority of the schools, 92 percent, indicated that they need more money for their libraries.

Figure 4.11 shows that 91.6 percent of the schools in the Kwara State School System indicated that they need more money for their libraries. Of 114 schools in the Kwara State School System, 104 schools, or 91.6 percent, indicated the urgent need for more money. The largest percentage of schools that indicated the need for more money were in the Kwara State School System. Of 50 schools in this state, 46 schools, or 92 percent, indicated the urgent need for more money. Plateau State School System has the next largest percentage of schools that indicated the urgent need for more money for the school library. Of 18 schools in Plateau State School System, 15 schools, or 83.3 percent, indicated the urgent need for more money. Of 11 schools in Niger State School System, nine schools, or 81.1 percent, indicated the urgent need for more money. Of 20 schools in the Sokoto State School System, 14 schools, or 70 percent, indicated the urgent need for more money. Kano State School System has the smallest percentage of schools indicating the urgent need for more money for their libraries. Of 15 schools in this state, nine schools, or 60 percent, indicated the urgent need for more money.

There seems to be no surprise in the results. Kwara and Plateau States, which have the largest percentage of schools, are

TABLE CII
 RESPONDENTS' EVALUATIONS OF LIBRARY NEEDS COMPARED
 ACCORDING TO GEOGRAPHICAL LOCATION OF SCHOOLS

Needs Indicated	No.	Geographical Location						Total					
		Area No.	Subur- bans No.	Urban No.	Major City No.	Outside County No.	Outside State No.						
More money for school library	9	60.0	46	92.2	9	81.1	15	93.3	5	77.0	1	41.4	
More money for school library	10	55.7	36	72.0	6	54.5	8	62.0	15	60.0	0	0.0	
More service facilities	11	73.2	32	64.0	4	26.4	5	21.3	13	62.0	11	61.9	
More books in the library	7	46.7	40	80.0	7	63.6	9	50.0	14	51.0	18	61.3	
More facilities & equipment for library school	5	33.3	23	56.0	5	45.5	12	60.7	11	60.0	10	60.0	
More educational materials	8	53.3	32	64.0	6	54.5	5	27.6	14	70.0	18	57.0	
More full-time librarians	7	46.7	28	56.0	5	45.5	9	50.0	10	60.0	11	53.5	
More library equipment	6	40.0	30	60.0	5	45.5	3	16.7	11	60.0	16	48.1	
More library training for school librarians	7	46.7	42	84.0	5	45.5	13	72.2	14	70.0	11	51.1	
Other		2	4.0	1	0.1	3	16.7	3	16.7	3	16.7	11	16.3

indicating the urgent need for more money for more schools and higher student enrollment. For percent of schools the other three states. In terms of population, Kwara State has the highest, but has the smallest number of students per school. This is probably the reason why there was a small percentage of schools in Kwara State which indicated the urgent need for more money.

The Need for More Rooms for the Library

It is interesting to note that the Sokoto State School System, which has the largest percentage of school libraries not centralized, also has the largest percentage of schools indicating the urgent need for more rooms for the library. Of 20 schools in this state, 16 schools, or 80 percent, indicated the urgent need for more rooms for the library. Kwara State School System has the next largest percentage of schools indicating the urgent need for more rooms. Of 50 schools in Kwara State, 36 schools, or 72 percent, indicated the urgent need for more rooms for the library. Kano State School System has the next largest percentage of schools indicating the need for more rooms. Of 15 schools in Kano State, ten schools, or 66.7 percent, indicated the need for more rooms. Of 11 schools in Niger State School System, six schools, or 54.5 percent, indicated the need for more rooms. Plateau State School System has the smallest percentage of schools indicating the need for more rooms. Of 18 schools in Plateau State, eight schools, or 44.4 percent, indicated the need for more rooms for their libraries.

It seems to the author that the reason for the large percentage of schools with an urgent need for more seating facilities in Sokoto State is that school systems in Sokoto State are under government control and operated by government school facilities. In fact, this year, the late state Governor assigned the task of creation of new schools in the state since 1972, and set up a commission of enquiry to investigate the cause of overcrowding in schools. On the other hand, many local communities and private individuals opened new schools in the Plateau State School System. This probably explains the reason for the small percentage of schools in Plateau State that indicated the need for more rooms for their school libraries.

The Need for More Seating Facilities

Of 116 schools in the study, 71 schools, or 61.3 percent, indicated the urgent need for more seating facilities in their school libraries. As expected, Sokoto State has the largest percentage of schools feeling the need for more seating facilities. Of 20 schools in this state, 18 schools, or 90 percent, indicated the need for more seating facilities. The next largest percentage of schools having the need for more seating facilities was Kano State School System. Of 15 schools in this state, 11 schools, or 73.3 percent, indicated the need for more seating facilities. It will be relevant to point out that during the author's field work in this state, the deputy principal of a well-established girls' secondary school told the author that

over one-third of the total number of library books in the country were owned by the State Government. In only one of the 100 schools surveyed in the school systems of the Federal Republic of Nigeria was the need for more books indicated by a school principal. The need for more books in the country is 01.3 percent. In the state, 42 schools, or 56 percent, indicated the need for more books in the facilities. Of 18 schools in Plateau State School System, six schools, or 33 percent, indicated the need for more books in the facilities.

The Need for More Books in the Library

The largest percentage of schools having an urgent need for more books in the library were in the Kwara and Sokoto States School Systems. Of 50 schools in Kwara State, 40 schools, or 80 percent, indicated the need for more books in the school library. Of 20 schools in Sokoto State School System, 16 schools, or 80 percent, have the need for more books. The Niger State School System has the next largest percentage of schools having the need for more library books. Of 11 schools in Niger State, seven schools, or 63.6 percent, indicated the need for more books. Of 18 schools in the Plateau State School System, nine schools, or 50 percent, indicated the need for more books. The Kano State School System has the smallest percentage of schools indicating a need for more library books.

The need for more magazines and newspapers in the country.

In spite of the fact that the majority of respondents (71%) in the study indicated that they had access to magazines and newspapers, 42 schools, or 54.9 percent, indicated that they needed more magazines and newspapers. Niger State School System has the largest percentage of schools having a need for these materials: Of 18 schools in this state, 12 schools, or 66.7 percent, indicated the need for more magazines and newspapers. Of 20 schools in the Sokoto State School System, 12 schools, or 60 percent, indicated the need for more magazines and newspapers. Of 50 schools in Kwara State School System, 28 schools, or 56 percent, indicated the need for more magazines and newspapers. Niger State School System has the next largest percentage of schools having an urgent need for more magazines and newspapers. Surprisingly enough, Kano State School System has the smallest percentage of schools indicating a need for more of these materials.

The low percentage of schools that indicated an urgent need for more magazines and newspapers could be attributed to the low number of magazines and newspapers in the country. Consequently, many respondents felt that subscription to one or two newspapers was sufficient for their schools.

The Need for More Audio-Visual Materials

It is surprising to note that in all the states surveyed, schools which have a need for more audio-visual materials are in a lower percentage of schools. In fact, the majority of those surveyed (41 out of 115, or 36 percent) in the state of schools, or 50 percent, indicated the need for more audio-visual materials. Sokoto State School System has the largest percentage of schools having the need for more audio-visual materials. Of 29 schools in this state, 14 schools, or 48 percent, indicated the need for more audio-visual materials. Of 59 schools in Kano State School System, 32 schools, or 54 percent, indicated a need for more audio-visual materials. Kano and Niger States indicated about equal needs for additional audio-visual materials. Of 11 schools in Niger State School System, six schools, or 54.5 percent, indicated the need for more audio-visual materials. Of 15 schools in Kano State School System, eight schools, or 53.3 percent, indicated the need for more audio-visual materials. Plateau State School System has the smallest percentage of schools having a need for additional audio-visual materials. Of 18 schools in Plateau State School System, five schools, or 27.8 percent, indicated the need for more audio-visual materials. It seems to the author that respondents' assessment of the school needs for additional audio-visual materials is unrealistic.

of schools having a need for more library equipment. Of 7 schools in Kwara State School System, 37 schools, or 60 percent, indicated the need for more library equipment. Of 20 schools in Sokoto State, 17 schools, or 75 percent, indicated the need for more library equipment. Of 17 schools in Niger State School System, 15 schools, or 89 percent, indicated the need for more library equipment. Plateau State School System has the smallest percentage of schools indicating the need for more library equipment. Of 18 schools in this state, three schools, or 16.7 percent, indicated the need for more library equipment.

The Need for More Library Training for School Librarians

It is interesting to note the large percentage of respondents who indicated the need for more library training for school librarians. Of 114 schools in the study, 81 schools, or 71.1 percent, indicated the need for more training for their librarians. Of 50 schools in Kwara State School System, 42 schools, or 84 percent, indicated a need for more training for their school librarians. Of 20 schools in Sokoto State, 14 schools, or 70 percent, indicated the need for more training. Of 15 schools in Kano State School System, seven schools, or 46.7 percent, indicated the need for more training for their librarians. Niger State School System has the smallest percentage of schools indicating a need for more training for school librarians. Of 11 schools in Niger State, five schools, or 45.5 percent, indicated the need for more library training.

Other items

In this group, some schools indicated a need for more for non-circulating library materials, but the majority of those schools indicated a need for more circulating materials.

The above evaluations are subject to the following study: if a school is allocated a certain amount by a professional librarian, professional librarians and educators, the respondents' evaluations should serve no more than an indication of what they considered as urgently needed. In the professional opinion of the author, in many cases the respondents seem to have underestimated the essential needs of their school libraries.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The general purpose of this study was to evaluate the present status of selected secondary school libraries in Nigeria, as to the number of volumes books, periodicals, audio-visual materials, and their use in the school administration. The findings could be recommended as a basis for establishing guidelines for the development of school libraries in Kano, Kwara, Niger, Plateau and Sokoto States of Nigeria.

Data relating to school library programs were obtained through the use of an instrument comprised of 52 questions which was sent to all schools accredited for the West African School Certificate Examination in Kano, Kwara, Niger, Plateau and Sokoto States of Nigeria. This inquiry form requested information for the fiscal year of 1975/76 on centralized library collections, relationships with public library, library physical facilities and equipment, personnel, library organization and administration, collections, budgets and respondents' evaluation of the needs of the school library.

Returns were received from 116 secondary schools. The items in the responses were analyzed according to the following variables:

- (i) generalised facilities,
- (ii) type of boards, books, facilities, and
- (iii) student enrolment.

The impression received from the study was one of surprise and concern for the future prospects of the education in the present. That the library is an "absident" in far too many secondary schools is the most significant single point to be made upon the findings. Based upon the findings, the summary and recommendations are presented in the next sequential arrangement as Table VIII.

A. LIBRARY PHYSICAL FACILITIES AND EQUIPMENT (SUMMARY AND RECOMMENDATIONS)

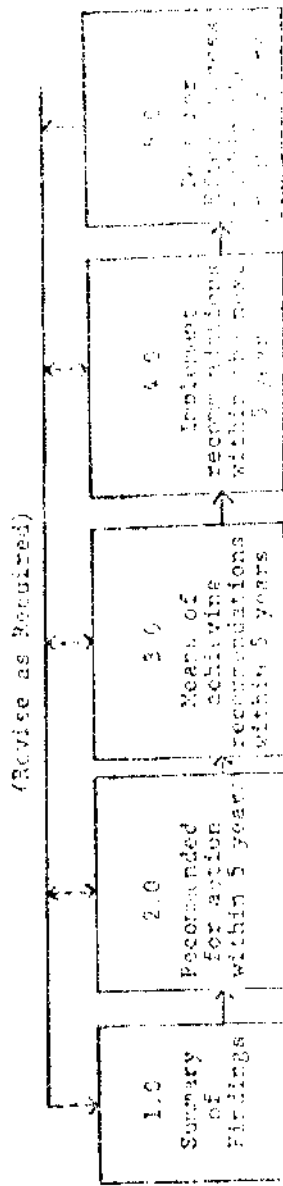
I. Introduction

Library physical quarters and equipment can markedly advance or deter library service. School library space needs are of three kinds: accommodations for library resource users, resource storage, workrooms and offices for staff. There are widely accepted standards in this area -- seating should be provided for not less than 10 per cent of the current student enrollment. The major requirements, of course, are learners and learning resources.

II. Summary of Findings

In selected secondary schools in Nigeria, less than 55 per cent have a seating capacity of at least ten per cent of enrollment (Tables XIV, XV, XVI). Four schools have their

TABLE CIII
A PROBLEM-SOLVING PROCESS



a. If school libraries are to be effective in their purpose, the services they provide must be planned and developed in accordance with the needs of the community. The needs of the community should be identified and the library should be developed to meet these needs.

b. In the next five years, individual school libraries should provide adequate seating and functional facilities for the needs of students and teachers.

c. In the next five years plans should be made for each secondary school to have seating facilities of at least ten per cent of enrollment.

d. In addition, in the next five years, study hall or reading space should be available in each school.

e. It is recommended that in the next five years, each school library should have the following areas as part of the library suite.

- (i) study area
- (ii) informal area
- (iii) class and/or group project area
- (iv) issue and discharge book area
- (v) shelving and storage of books and periodical area
- (vi) exhibition and display area

f. In the next five years it is recommended that the following library equipment should be available in each school library:

- (i) card catalog
- (ii) chair and desk
- (iii) bulletin board or noticeboard
- (iv) shelves
- (v) magazine rack

B. RELATIONSHIP BETWEEN THE SCHOOL AND PUBLIC LIBRARY (SUMMARY AND RECOMMENDATIONS)

I. Introduction

School and public libraries are complementary, never supplementary: the school library serves the school, the public library serves the community. As members of both the school and the community, students and teachers deserve services of both.

II. Summary of Findings

In selected secondary schools in Nigeria, it was discovered that the existing relations between the school and public library is too loose. Most schools receive no service from the public library. Less than five per cent received a loan of book collections; eight schools, or 7 per cent, receive help in book selection (Table XII) from public library.

III. Recommendations

The existing school library service to date, on a school library is staffed with a part-time librarian. As guidelines for the development of efficient library programs, the author proposes:

a. A formal inter-agency committee with the representatives of the public library, the schools and the principals as members within two years. This committee should be a high-level planning group. The responsibilities of the group should include regular communication and liaison on immediate needs and experiment, in combined facilities.

b. As the school libraries develop in the next five years, to plan for formal school commitment to school library service. Sole responsibility for library provision within the school should rest with the Ministry of Education and for library provision outside of school for the same individuals with the public library.

C. SCHOOL LIBRARY PERSONNEL (SUMMARY AND RECOMMENDATIONS)

I. Introduction

A vital problem in any school library service program is that of recruiting and keeping a competent staff.

II. Summary of Findings

As of 1975-76 academic session, the total library staff in the 114 secondary schools in the study numbered 157 persons.

both teacher-librarians and library assistants. In general, the educational level of staff is low. Almost 43 percent of teacher-librarians have not attended a university (Tables XI, XII, XIII). It should be noted, further, that not all library assistants completed secondary education (Tables XXIV, XXV, XXVI).

Another important characteristic of the staff is the school's failure to have experienced teacher-librarians and library assistants. This pattern manifests itself in the very low number of moderately experienced staff, those with 2 years, 3 years, or more than 3 years of experience in teaching and/or library work who comprise the teacher-librarians group (Tables XII, XIII, XIV). Almost 47 percent of library assistants have less than one year experience in teaching or library work (Tables XX, XXI, XXII).

Somewhat related to the educational level and experience of the majority of the staff is the fact that the Ministry of Education does not conduct its own in-service training program for teacher-librarians or library assistants. Few library assistants (43%) had any form of library training (Tables XXVII, XXVIII, XXIX).

Closely related to educational achievement and professional training of the staff are participation in professional events and activities. Teacher-librarians and library assistants in the study are not well represented in professional associations. Less than 14 percent belong to the Nigerian Library

Association (Table XXII).

III. Recommendations

The personnel matter is clear. Staff shortages must be substantially limited. All plans for teacher-librarians in the schools under investigation will be so much idle talk unless appropriate personnel are obtained.

The current educational development of graduate librarians in schools is possible. Library assistants may not be able to produce the professional level of leadership considered necessary at the present time. The development of teacher-librarians by the re-education of practicing teachers seems the most practical means of developing personnel for school libraries. Proposed here is a five-year plan for building the staff of the school libraries.

a. Teacher-Librarian

(i) Each secondary school should have a teacher-librarian.

(ii) Ideally, the teacher-librarian should be a university graduate with professional teaching qualifications. He/she must also possess the abilities of an administrator. (Educational programs should stress the area of audio-visual materials, as current collections in libraries of these materials are very poor.)

(iii) The following duties and functions of a teacher-librarian should be recognized:

(a) The teacher-librarian shall be responsible for the organization and administration of school library.

(b) The teacher-librarian should encourage individual reading, develop reading habits, and promote the use of local and library books.

(c) An extensive in-service program for the service training should be developed to utilize the potential of teacher-librarians. Such in-service training should be organized by the state library councils, but may be organized by the Ministry of Education of each state.

(d) There should be a way to compensate teacher-librarians for their extra responsibilities. This reduced load will offer teacher-librarians more time to perform library duties.

(e) The teacher-librarian should join state and national school library associations.

b. Library Assistant

(i) Within the next five years, each secondary school should have a library assistant in addition to teacher-librarians.

(ii) The minimum academic qualifications of a library assistant should be the completion of a full secondary school.

(iii) The library assistant must be trained in a polytechnic for at least one academic year.

B. IMPORTANCE OF THE SCHOOL LIBRARY

1. Importance of the

To a great extent the value of the school library depends on the methods and materials which the library is equipped for administration.

II. Summary of Findings

In a study of selected secondary schools in Virginia it was discovered that the shortage of library personnel is reflected in the school library administration and organization. Of 114 schools in the study, 69 schools, or 60.5 per cent, have regular inventory of library collections (Tables XLVI, XLVII, XLVIII). Less than 48 per cent have annual inventory of library collections (Tables XLIX, L, LI). Forty-three schools (38 per cent) have annual written reports (Table LII).

The chief purpose of catalog is to guide students and teachers to the library collections. Of 114 schools in the study, 89 schools, or 78 per cent, have library books classified (Tables MII, LIV, LV). The largest percentage of schools (51.8 per cent) classified library books according to Dewey Decimal Classification System (Tables LVI, LVII, LVIII).

Library catalogs facilitate accessibility of library materials. Surprisingly, less than 39 per cent have all library books cataloged (Tables LIX, LX, LXI).

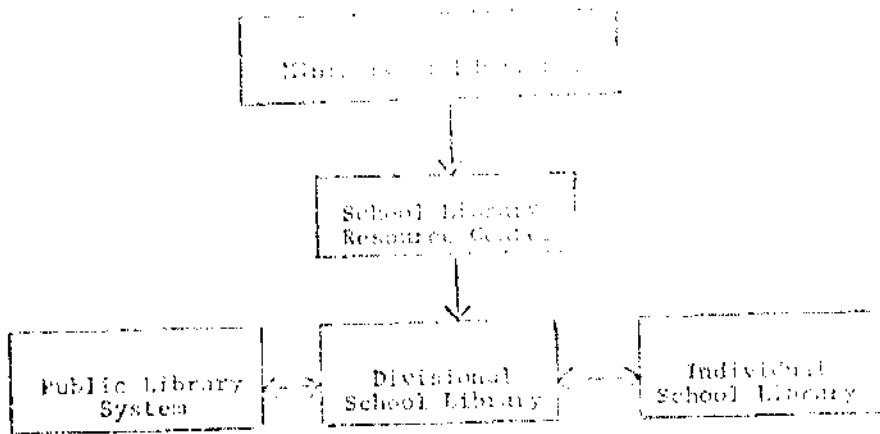
Experiences have shown that the biggest cause for the library to be open and to be utilized is low staff strength. In the case of administration of library affairs, 68 per cent of 114 schools in the study, 13 schools out of 177 public, State Libraries used on schedule only, less than 50 per cent have libraries used on voluntary basis only (Tables LXII, LXIII, LXIV). Less than 50 per cent have libraries open for 60 hours or more per week (Tables LXV, LXVI, LXVII).

III. Recommendations

The shortcomings of the existing school library organization and administration is clear. The author proposes the following for the improvement of school library organization and administration:

- a. The organization and administration of each school library should be the responsibility of the teacher-librarian until such a time when graduate librarians are available.
- b. The teacher-librarian should draw up clear and simple rules for the use of the library within the next two years.
- c. In addition, the teacher-librarian in cooperation with the teachers and principal of the school should organize library periods as well as material selection.
- d. The State Ministry of Education should develop within two years a program of centralized purchasing, cataloging and processing, either on a divisional or statewide basis.
- e. Generous opening hours of at least 60 hours per week in boarding type of school is recommended.

ORGANIZATION OF THE
STATE DEPARTMENT OF EDUCATION



E. LIBRARY COLLECTIONS (SCIENCE AND SOCIAL SCIENCES)

I. Introduction

An essential element of the school library is the information housed there. An important element of this information is fully selected, print and non-print materials consistent with the good school library.

II. Summary of Findings

In general, far too many school libraries do not contain either enough materials or good sorting collection to meet the demands of today's curriculum. Sixteen percent have less than one book per child, less than seven per cent have 10 or more books per child (Tables LXXVIII, LXXIX, LXX)

A steady increase is essential to any good school library, without which its holdings become obsolete and lose their interest and value. Almost 29 per cent have no book purchase in 1974-75 session. Less than 19 per cent purchased 725 books or more in 1974-75 session (Tables LXXI, LXXII, LXXIII). More than 69 per cent purchased less than 0.5 book per child in 1974-75 (Tables LXXIV, LXXV, LXXVI)

A good collection of reference books in the school library is fundamental to good reference service. More than 37 per cent have no set of encyclopedias with copyright date 1970 or later (Tables LXXVII, LXXVIII, LXXIX). Thirteen schools have no magazine title subscriptions (Tables LXXX, LXXXI, LXXXII)

Eight schools have 2 or more teachers' books. Twenty-one (Tables XXVIII, XXIX, XXX)

Of 116 schools in the State, 100 (86 per cent) have professional collection in the school. Forty-three per cent have professional collection of 100 or more, 38 per cent few schools (less than 10 per cent) have professional collection located in the library (Tables XXXI, XXX). Forty-one schools have 50 books or more in professional collection (Tables XXX, XXXI).

Audio-visual collections are poor. Sixty-seven schools have globes. Less than 14 per cent have transparencies, eight schools have films, less than 10 per cent have film strips, and four schools have slides (Tables XXXII, XXXIV, XXXV).

III. Recommendations

In view of the acute shortage of material resources, the author proposes:

a. An immediate goal of all the libraries ought to be the development of a more substantive collection of books, periodicals, and audio-visual materials.

b. In the next five years schools with less than 200 students should have 10 books per pupil. All schools which have more than 200 students should build up minimum book stock of 5,000 to 6,500 volumes within the next five years. In all schools there should be a provision for replacement at the rate of five per cent of the total stock each year.

c. Within the next five years each secondary school should have at least 20 copies of one title in each of the four main categories of books. All schools having more than 200 students should have at least one copy of each title which are available through the State and

d. Within the next two years each secondary school with less than 200 students should have 20 magazine title subscriptions. All schools which have more than 200 students should have 40 or more magazine title subscriptions.

e. With immediate effect, all schools, irrespective of size or type of boarding house facility, must subscribe to at least one local and one national daily newspaper. Each secondary school with less than 200 students should subscribe to at least three daily newspapers. All schools which have more than 200 students should subscribe to at least six daily newspapers.

f. Within the next five years, each school, (irrespective of size or type of boarding house facility, should maintain a professional collection in the library. School size and faculty size shall determine the number of materials in the professional collection.

g. Globes, maps, transparencies, films, film strips, slides and overhead projectors are essential learning aids and should be available in the school and through the State Ministry of Education.

F. FINANCIAL SUPPORT OF SCHOOL LIBRARIES

I. Introduction

Any critical analysis of library literature in the area of any practical application of research at some point to the question of financial support of school libraries. Indeed, most of the literature in this field has been an analysis of the data reveals wide differences among the states' school systems in the level of their financial support for library services.

II. Summary of Findings

Less than two per cent budgeted \$1,800 to \$2,000 (Tables XCVI, XCVII, XCVIII). Most schools budgeted less than one Naira, an equivalent of \$1.60, per pupil. Less than 14 per cent budgeted \$2.25 or more per pupil (Tables XCIX, C, C1) for library services.

III. Recommendations

Several shortcomings in financial planning are apparent in wide differences in financial support between and within state school systems.

a. In order to budget properly and plan the development of the school library, there must be a regular grant:

(i) A basic grant to provide the necessary minimum of learning resources (print and non-print materials) and equipment at the start of any school;

(ii) A fixed amount of additional expenditure is available to the school libraries.

In a normal year, the total expenditure on school library resources is estimated to be approximately N2,000,000. This includes the purchase of books, periodicals and other materials, the salaries of library staff, and the cost of the library building. It is estimated that an annual expenditure of N2,000,000 on school libraries would be appropriate for the year 2000.

Purchase of 140 new books at a cost of N2,500 per title.....	N 350
Periodical subscriptions (200) and binding at N4.00 per title.....	N 800
Purchase of non-print materials (films, tapes, multimedia kits, etc.).....	N 262
Staffing, (1 library assistant).....	N1,200
Miscellaneous (supplies, stationery, travel, etc.).....	N 100
TOTAL	N2,000

As student enrollment rises, each type of expense should grow. No state school system at present has a budget of the dimensions indicated. Thus, a substantially increased and sustained financial support is required to enable the schools to overcome deficiencies in library resources.

C. MEANS TO ACHIEVE THE PROPOSED GUIDELINES

I. Introduction

The recommendations herein would be for school libraries holding no collections and would constitute a general guideline for library development.

II. Recommendations

In order to achieve the proposed guidelines, the author proposes the following:

a. Within two years each State Ministry of Education should establish a School Library Resource Center.

b. The purpose of the proposed center would be

- (i) to pursue excellence in education through the coordination of educational programs;
- (ii) to improve educational trends among secondary schools and professional groups.

c. In seeking ways to carry out this laudable objective, library coordination would be an item of paramount importance.

d. Among significant activities the center should perform are:

(i) The center would maintain a central book depot with branches in all divisional headquarters.

(ii) The services of the book depot would include purchasing and selling of books to schools.

(iii) Books sold to schools must be cataloged and processed. The advantages of the proposed centralized

cataloging and procedures for school libraries are worked out for acquisition of books. There are savings in labor and accounts on purchase orders. Better bibliographic services are other than can be found in individual schools. For cataloging, standardized controlled cataloging is superior in quality and more efficient and economical, added to that fact is lack of professional graduate librarians in schools.

(iv) The center would maintain an extensive collection of professional materials for administrators and teachers. Such materials should be available to all the teachers throughout the state. It should also plan for the development of professional collections in each school.

(v) The center should maintain special instructional materials such as films, film strips, tapes, records, maps and other audio-visual materials.

(vi) The resources of the proposed center would be available to each school.

(vii) From time to time the center should conduct in-service training for teacher-librarians and library assistants.

e. The head of the proposed center should be called Director of the State Library Resource Center. The head of the office should be highly trained in education, library science and audio-visual materials. Additional qualified staff will be necessary as the department grows.

The foregoing conclusions are based on the practicality of certain methods of determining the degree of support of effective library programs. The author would like to point to one that has not been fully examined, the quality of services. They are the most difficult aspect of the study being reported here to study.

In the opinion of the author, the conditions as revealed in the study are in some cases the result of a lack of scientific knowledge of what constitutes adequate school library programs. An administrator, once in possession of the true facts and conscious of the true needs, will put forth every effort to build a school library that is worthy of the name in facilities, equipment, personnel, collection and services.

PROBLEMS FOR FURTHER STUDY

There is a genuine need for a further study of the school library from the standpoint of quality rather than quantity. Except to a small degree, this study has not attempted such an evaluation.

Second, there is a need to determine to what extent the needs and interests of students and teachers are being met under the existing conditions.

Third, there is a need for an intensive study of the whole problem of standards for the training of school librarians.

Fourth, a list of books should be compiled as to what should be the minimum equipment for a school library and the public library.

Finally, an program of study courses for the secondary school library administrator, the course should be made the subject of experimental studies over a period of time with a view to future modification and perfection.

ATTACHMENTS

- 1) A letter of presentation to a district official.
- 2) A letter of appreciation from a library user in a school in North-Western Nigeria. (The title of the letter is not given.)
- 3) A letter of support from the State State Librarian.
- 4) A letter indicating lack of audio-visual materials in schools.
- 5) An evaluation of the initial inquiry form by a State Librarian.
- 6) An evaluation of the initial inquiry form by a vice-principal in Nigeria.
- 7) An evaluation of the initial inquiry form by a principal in Nigeria indicating lack of libraries in new schools.

Mr. Joseph M. ...
Boston University
Boston, Massachusetts
U.S.A.

The Director of the ...
Ministry of Education

A STATE OF NIGERIA LETTER

Dear Sir,

As a condition for the Master's degree at Boston University, Department of Education, I am conducting a research study designed to obtain information on the status of the school library resources in selected secondary schools in Nigeria. It is my sincere hope that you will be strongly inclined to furnish information so urgently needed for improving library programs in the Nigerian schools.

Since it is the intention of the researcher to include significant secondary schools in the study, it would strengthen the research if your state secondary school system could be included in the study. The school librarian or the deputy-librarian will be asked to spend ten minutes of their time to complete an inquiry form to ascertain the school's response.

If interested in having your school system included, please forward current or latest secondary schools that are granted letters of accreditation for West African School Certificate examination. It is included in the study I need your reply by June 30, 1964. As soon as possible a summary of the research will be sent to all participating schools.

Your prompt attention will be highly appreciated.

Sincerely,
Ganiyu Kure Omedin.
Ganiyu Kure Omedin
Director of the Project.

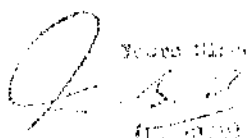
7700 ...
Tel ...
...

12 ...
13 ...
14 ...
15 ...
16 ...

With reference to your letter of the 21st October, 1955, a list is enclosed for your information.

With reference to your letter of the 21st October, 1955, a list is enclosed for your information.

2. A list of post-graduate subjects is enclosed.


Yours sincerely,
J. B. J.
(1955)
for Secretary of State,
Ministry of Education.

Handwritten mark

...

YSL/10/10, 11/10

For the Secretary of the
Library of Congress
State Library of
Massachusetts
Boston

15th January, 1976.

Mr. George S. ...
14 ...
Boston, Mass. 02111,
United States of America.

SCHOOL LEADER.

Your letter dated 4th December 1975 refers. We shall be looking forward to receive from you again on the project you now under take for doctorate course in library science and hereby promise every thing that could be done to provide you with our mutual assistance would be explored.

Wishing you every success in your undertaking.

(J.O. ...),
State Librarian,
Permanent Secretary.

MEMORANDUM

REPLY TO ...
DATE ...

...

Mr. George ...
14 ...
Apt. ...
Mass. ...
United States of America

SCHOOL ...

Your letter dated 21st February 1976. Audio
visual aids are not available in our Schools.
It would be advisable if this aspect could be
excluded on your questionnaire.

Delay in giving a reply is deeply regretted.

(J. G. McGrath)
State Librarian.

Mr. J. Edgar Hoover
Director
Federal Bureau of Investigation
Washington, D. C.

Director
Federal Bureau of Investigation
Washington, D. C.

CONFIDENTIAL

Thank you for your letter of 11/11/56 and 11/14/56. The 11/14/56 letter was received at the same time as the 11/11/56 letter. It was getting to the end of the letter at the beginning of another. For this reason, no money is to be purchased at this time to enable me to duplicate this letter which are to go to all necessary school districts.

However, I shall endeavor to get copies released to Principals of necessary schools as soon as the budget is approved and the General Warrant signed. Not until then, there will be no money to spend.

In my mind the question are more to be all embracing, because it does not limit itself to one particular geographical area. The problems differ in depth and intensity from locality to locality.

School book mobile service as far as I know does operate in the area but only in rural where you have mobile library service but does not operate to schools.

No public school material has been put into use in the school libraries. Most public schools have no libraries now and have no special allocation for periodicals.

Generally the question is quite real and it covers most of the aspects of school library service.

I will expect you by the early days of May.

(S. O. P. 11/11/56)

FOR: J. Edgar Hoover

24

Ikpoma Grammar School, Oyo State,
P.M.B. 6824,
Awoye,
Oyo State.

10th April 1970

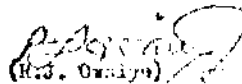
Mr. G.W. Osofisan,
14 Russell Street,
A.P. 500,
BO/107,
Lagos 00419,
U. S. A.

Evaluation of Examination Questions in preparation of a Library
School Library Administration in Oyo State, Oyo State,
Nigeria.

Having devoted some days in going through the questions and
questionnaire for the aforesaid subject matter, I wish to say, in
all honesty, and fairness to their quality, that they reflect the
ingenuity of human skill and effort at work. All the questions
(No.1 - No.6) and the questionnaire (No.1 - No.6) are of standard
befitting the course for which they are designed. I have no
doubt they will meet the acceptability of any expert and personnel
knowledgeable of modern library requirements Administration.

Thanks.

Yours faithfully,


(R.S. Osofisan)
Vice-principal

Ikpoma Grammar School, Oyo State.

BACTIA

Government Laboratory,
BACTIA, B.A.C.I.T.A.,
BACTIA, B.A.C.I.T.A.

200 10/11, 1970.

Mr. Robert M. ...
100 ...
100 ...
100 ...
100 ...
100 ...

Dear Mr. Gendron,

I am in receipt of your letter of 10th March, 1970, and I would like to plead with you to forgive the time delay as the letter got here while the school is away on Easter vacation.

My school is "branded", as you only in Form 1 and do not yet have a library. I have therefore had to go to Queen's School, Ilorin, where I looked up the files you needed here, to look for necessary data to answer your questions.

I hope ^{the} data I have got, sketchy though it is, will be useful to you.

Yours sincerely,

(P. R. J. O. O. O.)
P. R. J. O. O. O.,
Government Laboratory, BACTIA, B.A.C.I.T.A.

APPENDIX B

- 1) Some copies of the text are not available in the original form.
- 2) The following text is not available in the original form.

Regional Director
Ministry of Education
Independent
Ministry of Education,
Jeddah.

25th May, 1976.

Dear Sir,
.....
.....
.....

RE: School Library Development Study

It would be appreciated if you will be kind enough to evaluate the needs of your office, your school and its students and facilities as they rise exist. I herby enclosed a questionnaire to that effect, for speedy return.

2. Your response to this questionnaire will not only help to give us information as regards the present library resources and services, but it will help us in planning for future development of school libraries.

3. Please, treat each question as efficiently as you can and return the questionnaire to the Ministry of Education Jeddah, not later than June 30, 1976.

4. Mr. Garigo G. Geras of Boston University U.S.A. will be visiting you very soon, so as to follow up these studies. Please give him your assistance.

R. P. P. (M.S.)
(R. P. P.) (M.S.)
For: Permanent Secretary.

R.P.P.

State Library,
Harrisburg, Pa. 17103,
Date - 10/10/74,
Title,

17th May, 1974.

The Principal;

SURVEY OF SCHOOL LIBRARIES

We would appreciate your assistance in evaluating your school library resources and services as they now exist. For your convenience and speedy action I herewith attached a questionnaire based upon quality library services for schools.

Your responses to the questionnaire will not only give us information to evaluate present library resources and services, but it will also be used to plan for future development of school libraries.

Please answer every question as efficiently as you can and return the completed questionnaire to the State Library no later than 1st June, 1975.

As a means of validating this study I have permitted Mr. Genyu Onofre to visit some of the school libraries in the state. I request for your maximum cooperation.

Myra L.
(Typed Name)
FOR: STATE LIBRARY

ADMINISTRATIVE

SECRET

Ministry of Education,
Department of Curriculum,
Kilmer Building,
Riverside.

20th May, 1976

The Principal,

.....
.....
.....

INVITATION TO PARTICIPATE IN A STUDY

It would be appreciated if you will be able to ask all to evaluate your school's library services and facilities as they presently are. You may find the attached questionnaire helpful and informative. It is based on quality library services for schools.

2. Your responses to the questionnaire will be of immense help to us in order to find out what is being done in library services in this State, and will help and guide us in providing better service in future.

3. Please answer all the questions clearly and return the completed forms to this ministry not later than June 30, 1976.

4. Very soon, Mr. Gadiya Chakraborty of Eastern University, U. S. A., will be visiting you so as to follow up these studies. Please his your maximum cooperation.

(Signature)
(MISS) (ADDRESS)
for: Permanent Secretary,
Ministry of Education

SECRET

Ministry of Education
Lagos

25th May, 1976.

The Principal,

.....
.....
.....

Request for Information

It would be appreciated if you will be kind to evaluate and send to the undersigned, your views on library resources and services as they are at present. I hereby enclosed a questionnaire to this effect, for speedy completion.

2. Your responses to this questionnaire will not only help to give us information as regards the present library resources and services, but it will help in planning for future development of school libraries.

3. Please, treat each question as efficiently as you can and return the questionnaire to the Ministry of Education, not later than June 8th 1976.

4. Mr. Ganiyu Odejin of Ibadan University U.S.A., will be visiting you very soon, so as to follow up these studies. Please give him your assistance.

R. Poslan
(R. POSLAN) (s/s)
for: Permanent Secretary.

/RP/VS/

Directions:

- a) The following questions should be completed in the office or home of the school principal, or in the classroom by the principal or his representative.
- b) Where possible, an attempt should be made to identify specific water streams contributing to the problem.

SECTION I - GENERAL INFORMATION
THE SCHOOL AND STUDENT POPULATION

- 1) Person completing the questionnaire _____
 Position _____ Sex _____ Age _____
- 2) Name of School _____
 - a) Number of streams in Form I _____ Form II _____ Form III _____
 Form IV _____ Form V _____
 - b) Total enrollment (as of October, 1975) _____
 - c) Would you like a summary of this study when it is completed?
 Yes _____ No _____
- 3) Check (✓) Sex of the student population
 - _____ 1) Boys only
 - _____ 2) Girls only
 - _____ 3) Boys and Girls
- 4) Check (✓) boarding house facilities available to students
 - _____ 1) Boarding students only
 - _____ 2) Day students only
 - _____ 3) Boarding and day students

6) Do you have a centralized library? Yes No

Yes _____ No _____ A centralized library is one administered as a unit, usually by a school or district, and which is separate from library services provided to students outside of the school and open to the public. It may include a circulating library, a collection and distribution of books available to the general community, library.

6) If library is located in school building as a centralized library, check

Yes No

- _____ a) Floor for
- _____ b) Room where used as Classroom (or)
- _____ c) Principal's Office
- _____ d) Multurpose room
- _____ e) Other (specify _____)

7) Check services provided by the public or state library for your school.

(More than one answer may be checked)

- _____ 1 Loan a book collection to school
- _____ 2 Loan individual students books through bookmobile service
- _____ 3 A librarian for the school
- _____ 4 Help in book selection for the school or library
- _____ 5 No service from the public library
- _____ 6 Other (specify _____)

SECTION II - LIBRARY PHYSICAL

FACILITIES AND EQUIPMENT

8) Check in addition to the school library and/or Classroom collections, the school has

- _____ a Study hall
- _____ b Reading room

_____ a. and b.

_____ a. None of these

- 9) If the maximum number of books in the library is _____, the library has a seating capacity of at least 100 seats.
- 10) What is the seating capacity of the library?
- 11) If the enrollment is _____, the library has a seating capacity of at least 100 seats.
- 12) Check (S) if you have any of the following in your library:
 - _____ a. Reading material
 - _____ b. Conference table or area
 - _____ c. Library elevators
 - _____ d. Exhibit and demonstration areas

- 13) Check (S) if you have any of the following equipment in the library:
 - _____ a. Card catalog
 - _____ b. Charging desk
 - _____ c. Bulletin board or notice board
 - _____ d. Shelves
 - _____ e. Magazine rack

SECTION III - LIBRARY PERSONNEL

14) Please give current number of library personnel and hours spent in the library per week for each person in the chart below:

Library Staff category	Number	Hours spent in the library per week
Full-time Librarian		
Part-time Librarian		
Library assistants and student assistants		
Other (Specify)		

*Include teachers/librarians here

16) If you have full-time librarians, indicate the number of full-time librarians with any of the following degrees:

- _____ a Four-year undergraduate degree
- _____ b Master's degree
- _____ c Other (Specify _____)
- _____ d No full-time librarians

17) Check (✓) institution that your full-time librarians are employed in that institution:

- _____ a Area or local projects
- _____ b University of Illinois
- _____ c State library
- _____ d Other (Specify _____)
- _____ e No full-time librarians

17) Check (✓) duration of library training full-time librarians received and indicate number that received such training in your library

- _____ a No training
- _____ b Less than 6 months
- _____ c 6 months to 1 year
- _____ d 1 year to 2 years
- _____ e More than 2 years
- _____ f Other (Specify _____)

18) Check (✓) experience of full-time librarians in history and/or teaching position and indicate number that have such experience

- _____ a Less than 1 year
- _____ b 1 to 2 years
- _____ c 2 to 3 years
- _____ d More than 3 years
- _____ e No full-time librarians

20) Check the number of years of service of the full-time librarian(s) in the present school, including 1950-1951 session.

- a Less than 1 year
- b 1 to 2 years
- c 3 to 5 years
- d More than 5 years
- e No full-time librarian

21) Check the subject in which the member of the Board in charge is working.

.....

22) Check the subject in which the teacher-librarian is working.

- a English
- b History
- c Geography
- d Science
- e Other (specify)
- f No teacher-librarian

23) Check the qualifications of teacher-librarian.

- a B.A. or B.Sc. with teaching qualifications
- b B.A. or B.Sc. without teaching qualification
- c N.C.E.
- d Other (specify)
- e No teacher-librarian

24) Check the length of experience of teacher-librarian in teaching and/or library work.

- a less than 1 year
- b 1 to 2 years
- c 2 to 3 years
- d More than 3 years
- e No teacher-librarian

24) Check () if the teacher-librarian occupied teacher-librarian position in this school

- _____ a Less than 1 year
- _____ b 1 to 2 years
- _____ c 2 to 3 years
- _____ d More than 3 years
- _____ e No teacher-librarian

25) Check () if duration of inservice library courses teacher-librarian attended

- _____ a No in-service course
- _____ b 1 week or less
- _____ c 2 to 3 weeks
- _____ d 3 to 4 weeks
- _____ e More than 4 weeks
- _____ f No teacher-librarian

26) Check () institution that organized inservice library course(s) teacher-librarian attended

- _____ a No in-service training
- _____ b Ahmadu Bello University
- _____ c University of Ibadan
- _____ d State library
- _____ e Other (specify _____)
- _____ f No teacher-librarian

27) Check () reward for teacher-librarian for his library work

- _____ a Less teaching period
- _____ b Additional salary
- _____ c a and b
- _____ d No reward
- _____ e Other (specify _____)
- _____ f No teacher-librarian

SECTION IV - LIBRARY ADMINISTRATION AND ORGANIZATION

- 29) Is an inventory of the school library collection taken at regular intervals? Yes _____ No _____
- 30) If you check (✓) time when inventory is usually taken
 _____ a Every year
 _____ b Once in 2 years
 _____ c Once in 3 years
 _____ d Once in more than 3 years
 _____ e Other (specify _____)
- 31) Is annual written report made to the principal? Yes _____ No _____
- 32) Is the book collection classified? Yes _____ No _____
- 33) If you check () classification used
 _____ a Dewey Decimal
 _____ b Simplified Decimal
 _____ c Other (specify _____)
- 34) Are the books in the school library catalogued?
 _____ a All catalogued
 _____ b Part catalogued
 _____ c None catalogued
- 35) Check (✓) cataloguing is done in:
 _____ a Ministry of Education
 _____ b State library
 _____ c School library
 _____ d Partly in each
 _____ e Other (specify _____)

35) Check () the basis on which centralized library is used

- _____ a Voluntary only
- _____ b Schemed only
- _____ c Voluntary and Schemed
- _____ d As a central unit
- _____ e Other (specify _____)

36) Check () the school library is open for reading and indicate the number of hours per day and number of days per week on the chart below:

Week in the time period	Number of hours per day	Number of days per week
a) During regular school day		
b) After regular school day and before the end of year		
c) On Saturdays		
d) On Sundays		

SECTION V - LIBRARY COLLECTIONS

37) Indicate the total number of books in the library _____

38) Check () the average number of library books per pupil in your school library

- | | |
|---------------------|----------------------|
| _____ a Less than 1 | _____ f 5 to 6 |
| _____ b 1 to 2 | _____ g 6 to 7 |
| _____ c 2 to 3 | _____ h 7 to 8 |
| _____ d 3 to 4 | _____ i 8 to 9 |
| _____ e 4 to 5 | _____ j 9 to 10 |
| | _____ k more than 10 |

39) Check (X) the appropriate number of library books purchased in 1974/1975.

- | | |
|-------------------|-----------------------|
| _____ a None | _____ f 100 to 125 |
| _____ b 1 to 25 | _____ g 125 to 150 |
| _____ c 25 to 50 | _____ h 150 to 175 |
| _____ d 50 to 75 | _____ i 175 to 200 |
| _____ e 75 to 100 | _____ j 200 to 225 |
| | _____ k More than 225 |

40) Check (X) the appropriate number of library books purchased per pupil in 1974/1975.

- | | |
|-----------------------|---------------------|
| _____ a None | _____ g 3.0 to 3.5 |
| _____ b Less than 0.5 | _____ h 3.5 to 4.0 |
| _____ c 1.0 to 1.5 | _____ i 4.0 to 4.5 |
| _____ d 1.5 to 2.0 | _____ j 4.5 to 5.0 |
| _____ e 2.0 to 2.5 | _____ k More than 5 |
| _____ f 2.5 to 3.0 | |

41) Check (X) number of encyclopedias in your school library with a copyright date of 1970 or later

- _____ a None
- _____ b 1 Set of encyclopedia
- _____ c 2 Sets of encyclopedia
- _____ d 3 Sets of encyclopedia
- _____ e 4 or more sets of encyclopedia

42) Please indicate total number of general magazine titles subscribed to by library or school _____

43) Please name five most regular general magazines subscribed to by the library or school _____

- 44) Indicate total number of newspapers (titles subscribed to by the library or school) _____
- 45) How many more titles (newspaper titles) subscribed to by the library or school _____
- 46) Does the school receive professional literature for its teachers?
 Yes _____ %
- 47) If you check (✓) where are professional materials are housed
 _____ a Library
 _____ b Staff room
 _____ c Principal's Office
 _____ d All of the above
 _____ e Other (specify) _____
- 48) Check (✓) the appropriate number of books in the professional collection
 _____ a None
 _____ b 1 to 5
 _____ c 5 to 10
 _____ d 10 to 15
 _____ e 15 to 20
 _____ f 20 to 25
 _____ g 25 to 30
 _____ h 30 to 35
 _____ i 35 to 40
 _____ j 40 to 45
 _____ k 45 to 50
 _____ l more than 50

49) Check (✓) audio-visual materials in the library or school and indicate the number in the chart below:

Audio-visual Materials	Number in the Library or School
Globes	_____
Transparencies	_____
Films	_____
Filmstrips	_____
Slides	_____
Other (Specify)	_____

SECTION VI - LIBRARY BUDGET

50) For 1975/1976, what is the amount of money budgeted for library? _____

51) (100) (✓) the average budget per pupil expenditure for library books, in 1975/1976,

- | | |
|----------------------------|-----------------------------|
| _____ a Less than 25 kobo | _____ f N1.25 kobo to N1.50 |
| _____ b 25 kobo to 50 kobo | _____ g N1.50 kobo to N1.75 |
| _____ c 50 kobo to 75 kobo | _____ h N1.75 kobo to N2.00 |
| _____ d 75 kobo to N1.00 | _____ i N2.00 kobo to N2.25 |
| _____ e N1.00 to N1.25 | _____ j More than N2.25 |

52) Please evaluate your library by circling below in order of needs for improvement.

- N. B. A stands for urgently needed
 B stands for needed
 C stands for little needed
 D stands for not needed

	URGENTLY NEEDED	NEEDED	LITTLE NEEDED	NOT NEEDED
1) <u>The need for more money for the school library</u>	A	B	C	D
2) <u>The need for more rooms for the library</u>	A	B	C	D
3) <u>The need for more seating facilities</u>	A	B	C	D
4) <u>The need for more books in the library</u>	A	B	C	D
5) <u>The need for more magazines and newspaper titles in the library (not for school)</u>	A	B	C	D
6) <u>The need for more audio-visual materials</u>	A	B	C	D
7) <u>The need for more full-time librarians</u>	A	B	C	D
8) <u>The need for more library equipment</u>	A	B	C	D
9) <u>The need for more library training for the school librarians</u>	A	B	C	D
10) <u>Other (specify _____)</u>	A	B	C	D

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